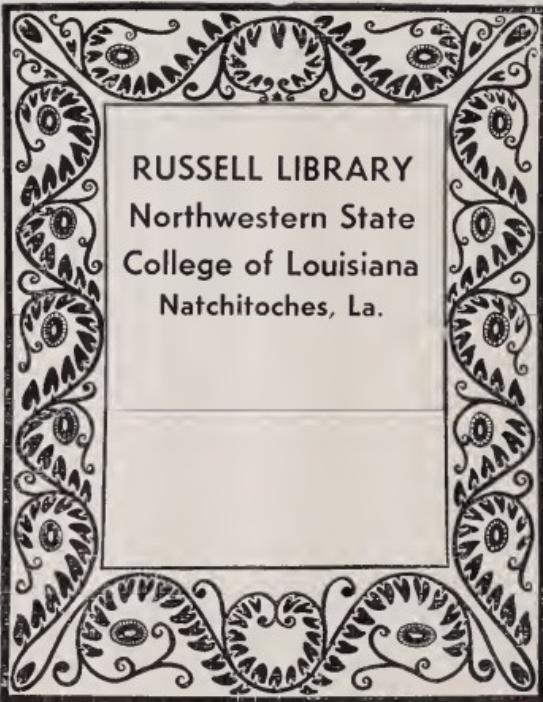


NORTHWESTERN STATE UNIVERSITY



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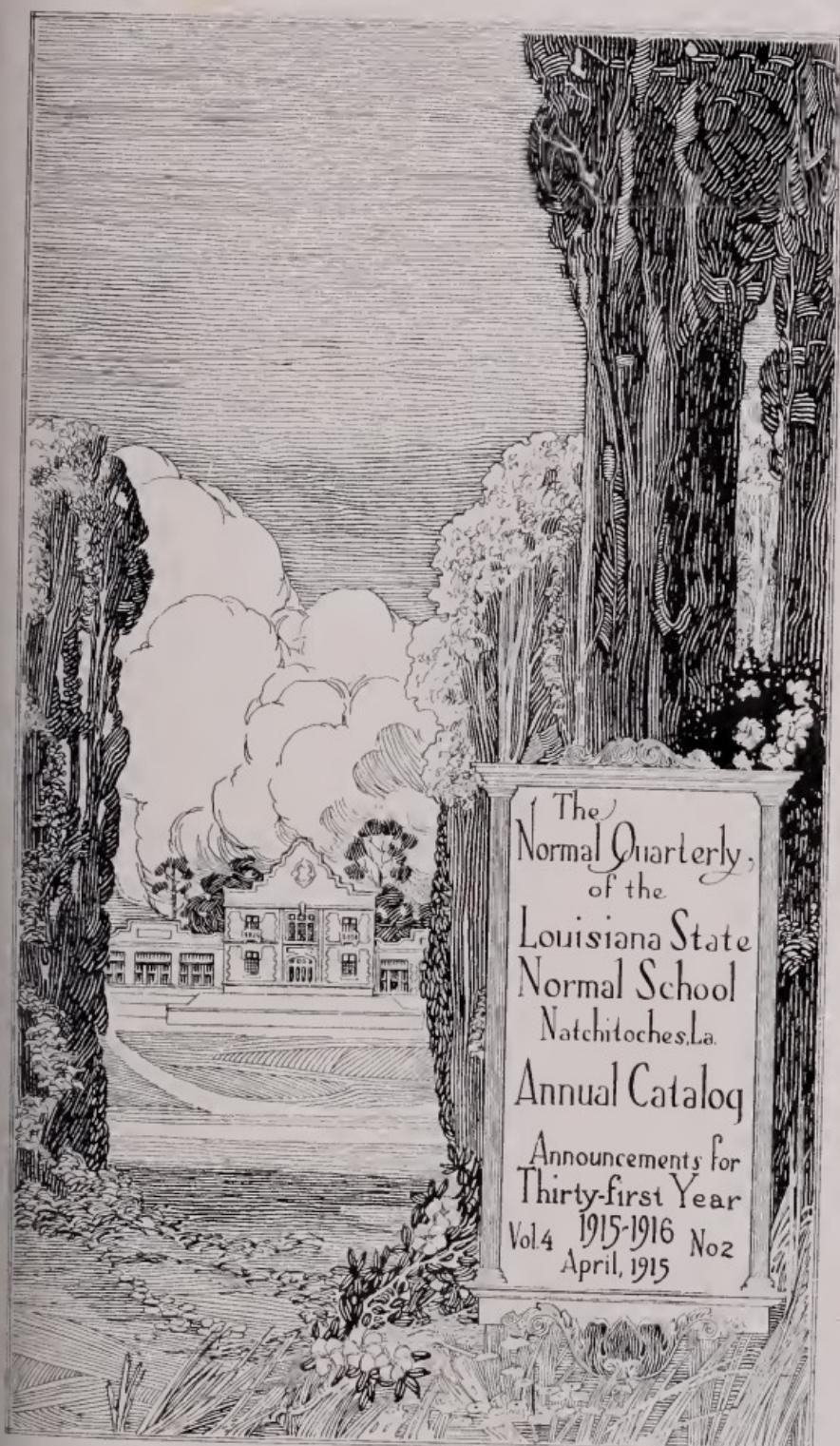
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The
Normal Quarterly,
of the
Louisiana State
Normal School
Natchitoches, La.

Annual Catalog

Announcements for
Thirty-first Year
Vol. 4 1915-1916 No. 2
April, 1915



AN ANNOUNCEMENT

To Patrons and Students:

This catalog contains all information concerning the Louisiana State Normal School, which present or prospective patrons of the institution can require. Attention is called to pages 29 and 30 on requirements for admission; to pages 34 and 35 on expenses; to pages 36 to 38 for rules governing the boarding department. Inquiries for information not found in the catalog are cordially invited and will be cheerfully answered.

Besides the catalog, the institution has for free distribution other numbers of the Normal Quarterly, relating to the summer school for teachers, courses for the training of rural teachers, student activities at the Normal School, the Normal School alumni roll, etc.

Respectfully,

V. L. ROY, President.

1915

CALENDAR

1915

	SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.	
JAN.	..	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	..
FEB.	..	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	..	..	..	..	..	..
MAR.	..	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	..	..	..	..
APR.	..	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	..	..
MAY	..	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	..	..	..	..	..	..
JUNE	..	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	..	..	..
JULY	..	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	..	..	..	..	..	..	..	..
AUG.	..	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	..	..	..	..	..
SEPT.	..	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
	19	20	21	22	23	24	25	26	27	28	29	30	31	..	..	..	..	..	..	..	..	..
OCT.	..	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	..	..	..	..	..	..	..
NOV.	..	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	..	..	..	..
DEC.	..	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	..	..

1916

CALENDAR

1916

	SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.	
JAN.	..	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	..	..	..	..	..	..
FEB.	..	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	..	..	..
MAR.	..	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	19	20	21	22	23	24	25	26	27	28	29	30	31	..	..	..	..	..	..	..	..	..
JULY	..	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	..	..	..	..	..	..
AUG.	..	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	..	..	..
SEPT.	..	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	..	..	..	..	..	..	..
OCT.	..	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	..	..	..	..	..
NOV.	..	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	19	20	21	22	23	24	25	26	27	28	29	30	31	..	..	..	..	..	..	..	..	..
DEC.	..	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	..	..	..	..	..	..	..





Calendar for 1915-1916

COMMENCEMENT WEEK

Annual Sermon to Graduates.....	10 A.M., May 23, 1915
Address to Alumni.....	2 P.M., May 26, 1915
Intersociety Contest.....	8 P.M., May 26, 1915
Graduation Exercises.....	10 A.M., May 27, 1915

SUMMER QUARTER AND SUMMER SCHOOL

Dormitories Open.....	Saturday, May 29, 1915
Registration and Examinations.....	Monday, May 31, 1915
Class Work Begins.....	Tuesday, June 1, 1915
Summer School Ends.....	Saturday, July 10, 1915
Summer Quarter Ends.....	Saturday, Aug. 7, 1915

FALL QUARTER

Dormitories Open.....	Monday, Sept. 13, 1915
Registration and Examinations.....	Tuesday, Sept. 14, 1915
Class Work Begins.....	Wednesday, Sept. 15, 1915
Term Ends.....	Friday, Dec. 3, 1915

WINTER QUARTER

Registration.....	Saturday, Dec. 4, 1915
Class Work Begins.....	Monday, Dec. 6, 1915
Mid-winter Vacation.....	Dec. 24 to Jan. 2, 1916
Term Reopens.....	8:20 A.M., Jan. 3, 1916
Quarter Ends.....	Friday, Mar. 3, 1916

SPRING QUARTER

Registration.....	Saturday, Mar. 4, 1916
Class Work Begins.....	Monday, Mar. 6, 1916
Quarter Closes.....	Monday, May 29, 1916



Board of Administrators

EX-OFFICIO MEMBERS

His Excellency Luther E. Hall Governor of Louisiana
Baton Rouge

Hon. T. H. Harris State Superintendent of Public Education
Baton Rouge

V. L. Roy President State Normal School
Natchitoches

REPRESENTATIVE MEMBERS

Hon. N. C. Blanchard First District
Shreveport
..... Second District

Hon. Swords R. Lee Third District
Alexandria
..... Fourth District

Hon. John Marks Fifth District
Napoleonville

Hon. J. L. Bryan Resident Administrator
Natchitoches

OFFICERS OF THE BOARD

Gov. Luther E. Hall, President Baton Rouge
Hon. N. C. Blanchard, Vice-President Shreveport
J. C. Monroe, Secretary-Treasurer Natchitoches

EXECUTIVE COMMITTEE

Hon. N. C. Blanchard Chairman
Hon. J. L. Bryan Resident Administrator
V. L. Roy President



The Faculty 1914-1915

VICTOR LEANDER ROY, B.S., President School Administration

(B.S., Louisiana State University, '90; summer work, University of Chicago, 1894; student Tulane University, 1894-'96; chemistry and physics, Southwestern Louisiana Industrial Institute, 1901-'04; superintendent Avoyelles Parish, 1904-'09; extension work, Louisiana State University, 1909-'11; president, Louisiana State Teachers' Association, 1910; elected president State Normal School, July 1, 1911.)

COLUMBUS CALLAWAY WHISENHUNT B.Pd., A.M.

Director of Training Department

(B.S., Valparaiso University, 1901; also B.Pd., and A.B., 1909; A.B., University of Indiana, 1911; A.M., Columbia University, 1912; work on Ph.D., Columbia University, 1912; teacher in Louisiana and Arkansas schools, five years; principal ward school, Shreveport, five years.)

GEORGE WILLIAMSON Biology and Physiography

(Principal Grand Cane High School, 1884-'97; instructor in Louisiana State Normal School since 1897.)

JOHN WESLEY BATEMAN

Director Rural Training Course, Agriculture

(Graduate, La. S. N., 1904; teacher, Marksville High School, 1904-'05; principal Franklinton High School, 1905-'06; superintendent, Washington Parish, 1906-'11; Louisiana State Normal School, 1911.)

LEON ALBERT DAVIS, A.M. Chemistry

(A.B., 1898, and A.M., 1901, Washington College, Md.; teacher, public schools of Delaware and Virginia; science, Christian University, Mo., 1904-'06; science, Monroe City High School, 1906-'08; principal, Homer High School, 1908-'09; superintendent Sussex County schools, Del., 1900-'03.)



PETER THOMPSON HEDGES, A.M. Mathematics

(B.S., Chillicothe Normal School, Mo., 1899; B.S., 1907, and A.M., 1908, University of Missouri; principal, Williamston High School, Mo., 1899-'02, 1904-'06; president Gorin Academy, Mo., 1902-'04; teacher of mathematics, University of Missouri, 1906-'08; mathematics, Bethany College, W. Va., 1909-'10; principal Shreveport High School, 1909-'10; State Normal School, 1910.)

HERBERT CARROLL COOLEY, Ph.D. Pedagogy

(B.Pd., 1906, A.B., 1907, Michigan State Normal College; graduate student, 1907-'08, Boston University; A.M., 1908-'09, Harvard University; Fellow, Clark University, 1909-'11, Ph.D.; instructor, Michigan State Normal College; professor philosophy and education, Willamette University; Louisiana State Normal, 1914.)

SAMUEL CLAMAN, A.M. Psychology, Physiology and Hygiene

(Graduate, State Normal School, Fitchburg, Mass., 1904; A.B., Clark College, 1910; A.M., Clark University, Worcester, Mass., 1913.)

ARCH MILBURN HOPPER Manual Training

(Graduate Indiana State Normal School, Terre Haute, 1908; Armour Institute of Technology, summer, 1909-'10; manual training, Portland High School, Ind., 1908; director manual training shops, Marion High School, Ind., 1908-'10; Louisiana State Normal, 1910-'13.)

MRS. LIZZIE CARTER McVOY English

(Graduate, New Orleans High School; graduate, Peabody Normal School; elected teacher in Louisiana State Normal School, 1888.)

ALFRED D. ST. AMANT, M.A. Civics, Economics

(B.S., L. S. U., 1903; A.M., 1913; teacher at L. S. U., 1904; A. & M. College of N. C., 1904-'06; teacher in public schools, 1907-'08, and 1910; principal, Franklinton High School, 1911-'12; employee of Phelps-Dodge Interests, N. Y., 1907.)

JOHN CORBLY SOUTH, A.M. Latin

(A.B., Jefferson College, Pa., 1882; A.M., 1892; Ph.G., Northwestern University, 1897; professor natural sciences, Jefferson College, 1882-'85; principal ward school, Wichita, Kans., 1886-'89; science, Wichita High School, 1889-'93; superintendent, Greenview schools, Ill., 1893-'96; principal, Maywood High School, Ill., 1903-'06; La. State Normal, 1906.)



HENRY WALLACE STOPHER, Mus.B. Public School Music

(Graduate Indiana State Normal School, 1906; Mus.B., North Shore School of Music, 1914; voice under Miss Laura Bryant and T. P. Giddings; conducting under W. E. Earhart and E. B. Birge; teacher, public schools, four years; principal, Harlan High School, 1905-'07; supervisor, Noblesville, Ind., 1908-'10; Louisiana State Normal School, 1910-'14.)

ROBERT WHITTHORNE WINSTEAD, A.B. Latin

(A.B., Peabody College, 1902; principal, Franklin Schools, Tenn., 1902-'05; teacher, Dallas Academy, Ala., 1905-'07; Lake Charles High School, 1907-'08; Louisiana State Normal School, 1908.)

MISS ROBERTA NEWELL, B.S.* Psychology, Mathematics

(Graduate, La. S. N., 1902; B.S., Columbia, 1908; special diploma, teaching of mathematics, Columbia, 1908; teacher, La. S. N., since 1903; Peabody supervisor rural schools, DeSoto Parish, 1910-'11; study and travel in Europe, 1910; vice-president, Louisiana State Teachers' Association, 1903-'04 and 1912-'13.)

JESSE CHARLES HAZZARD, Ph.D. English

(A.B., Rutgers, 1892; A.M., Rutgers, 1895; Ph.D., Columbia, 1896; Portland Academy, Portland, Ore., 1894-1912; Albion State Normal School, 1912-'15.)

H. LEE PRATHER, A.B. Mathematics, Athletics

(A.B., 1910, LL.B., 1912, University of Missouri; director athletics, Columbia, Mo., 1911-'12; S. L. I. I., Lafayette, La., 1912-'13.)

FRANCIS GARY FOURNET, M.S. Physics

(B.S., Louisiana State University, 1912; teacher at Louisiana State University, 1912-'13; M.S., Louisiana State University, 1913; Louisiana State Normal, 1913.)

*At Sophie Newcomb College.



MISS NOELIE HART, A.B.

French

(Graduate, Sacred Heart Academy, N. O.; A.B., L. S. U., 1912; student, Tulane University, 1910; teacher, Louisiana public schools, 1890-'11; assistant, French, L. S. U., 1911-'12; Laureate L'Athenée Louisianais; La. State Normal, 1912.)

A. EVELYN SHEEN

Art

(Graduate Newcomb Normal Art School, 1911; studied at Art Students' League, New York City, 1911-'13; landscape under John Carlson—honorable mention, 1913; silver medal, New Orleans Art Association, 1914.)

MISS DEAN EDWARDS VARNADO

History

(Graduate, La. S. N., 1899; student, University of Chicago, 1909; also summer quarters, 1905, 1909, and 1910; teacher, La. public schools, 1899; La. S. N., 1905.)

MISS MARGARET WATSON WEEKS

Home Economics

(Graduate, Nova Scotia provincial Normal School, Truro, 1907; student, Teachers' College, Columbia, summers, 1910 and 1913; assistant, Truro Normal, 1907-'09; teacher, domestic science, Houston High School, Tex., 1909-'12; Louisiana State Normal, 1912.)

MISS LALON NELSON

Domestic Art

(Graduate, Louisiana State Normal School, 1914; Louisiana State Normal, 1914.)

MISS LUCY DANCY, A.B.

Physical Education

(A.B. and normal diploma, physical education, Mississippi I. I. and C., 1913; student physical education, Battle Creek Summer School, 1913; Louisiana State Normal, 1914.)

MISS MABEL CLARE MOORE

English

(Graduate, La. S. N., 1908; teacher in Louisiana public schools; English, Louisiana State Normal School since 1910.)



CHARLES KENNETH PAYNE, A.B.

(A.B., 1903, University of Nebraska; instructor, department of mathematics, University of Nebraska, 1904-'05; graduate work in department of mathematics, University of Nebraska, 1903-'04, 1904-'05; physical laboratory, Western Electric Co., 1905-'08; mathematical work in traffic, department of American Telephone & Telegraph Co., 1908-'10; American Telephone & Telegraph Co., 1910-'14; L. S. N., 1914.)

JOHN EDWARD GUARDIA

Principal Practice School

(Graduate, La. S. N., 1903; student, University of Chicago, 1909-'10; assistant, Guion Academy, 1904-'05; principal, Loreauville and Lutcher Schools, superintendent St. John Parish, 1906; critic teacher, La. S. N., 1908-'13; principal of practice school, 1912.)

MISS AMELIA E. GAULDEN

Critic Teacher, High School Department

(Graduate, La. S. N., 1899; Ill. State Normal University, 1900; English and mathematics, University of Chicago, summer, 1902; summer school student at L. S. U. 1908, and Tulane, 1910; teacher, Marksville High School, 1909-'11; La. S. N., 1911.)

MISS MARTHA FELTUS, A.M.

(Graduate, L. S. N., 1904; grade teacher, Baton Rouge city schools, 1904-'06; principal, ward school, Baton Rouge, 1906-'12; A.B., L. S. U., 1913; A.M., 1914; critic teacher, Louisiana State Normal, 1913.)

MISS AUGUSTA NELKEN

Seventh Grade Critic Teacher

(Graduate, La. S. N., 1894; student, Teachers' College, Columbia University; school of Education, University of Chicago; principal, training school, University of Arkansas; teacher, public schools, Lake Charles and New Iberia.)

MISS EDNA LEVY

Sixth Grade Critic Teacher

(Graduate, La. S. N., 1893; critic teacher since 1905; Teachers' College, Columbia University, 1912-'13.)

MISS GRACE BORDELON

Fifth Grade Critic Teacher

(Graduate, Louisiana State Normal School, June, 1912.)



MISS BESS ASHTON GRAHAM
Fourth Grade Critic Teacher

(Graduate, Oberlin College, Ohio, 1905; principal, Danbury High School, Ohio, 1905-'09; teacher, Lafayette public school, 1909-'10; Winnfield High School, 1909-'11; La. S. N., 1911.)

MISS CARRIE ALICIA DICKSON*
Third Grade Critic Teacher

(Graduate, La. S. N., 1902; teacher, public schools, Lafayette, La.; principal, Westlake school, 1908-'09; critic teacher, La. S. N., 1909.)

MISS VIRGINIA HOLMES HULSART, A.B.
Third Grade Critic Teacher

(Graduate of High School, Ferris Institute, Mich. Normal College, Ipsiilanti, and A.B., L. S. U., August, 1912; primary teacher, public schools, Pocatello and Boise, Idaho; Garyville, La.)

MRS. MARY MAGRUDER GUILBEAU, A.B.*
Second Grade Critic Teacher

(Graduate, Louisiana State Normal, 1902; primary teacher, Baton Rouge city schools, 1902-'05; critic teacher, State Normal, summer, 1905; primary teacher, Lafayette, La., and critic teacher, Lafayette Summer Normal three summers; A.B., from Louisiana State University, 1913; Louisiana State Normal, 1913-'14.)

MISS BERTHA VIOLET HAUPT, A.B.

(Graduate, L. S. N., 1904; teacher in Louisiana public schools, 1904-'13; A.B., L. S. U., 1914; Louisiana State Normal, 1914.)

MISS BESSIE VIRGINIA RUSSELL
First Grade Critic Teacher

(Graduate, La. S. N., 1889; critic teacher, primary department, L. S. N.)

HAROLD RYDER HARVEY, Mus.B.
Director School of Music, Violin, Piano

(Mus.B., Oberlin Conservatory of Music, 1912; Head of Violin Department, School of Music, Grand Forks, N. D., 1912-'13; student, Royal Conservatory of Brussels, Belgium, 1913-'14; Louisiana State Normal, 1914.)

*On leave of absence, Teachers' College, session 1913-'14.



MISS CECILE ELIZABETH MANDOT

Piano

(Studied under Mmes. Stassin and Edler, Misses Skeley and Conway, Mr. Henri Wehrmann, and Chev. Dr. Giuseppe Ferrata, Newcomb Conservatory of Music, New Orleans, La.; private classes, New Orleans, 1911-'14.)

MISS CORA FRANCES DAVIES

Voice and Piano

(Student, Metropolitan Conservatory of Music, Indianapolis, Ind., 1902-'04; with Daniel Protheroe, Mus. Doc., Chicago, 1905-'08; Cosmopolitan School of Music, Chicago, 1909-'12; Chicago Studio, 8 years.)

Additional Faculty Members

SUMMER SCHOOL 1914

W. J. Avery	Geography and history
Mrs. Lydia Wadsworth Bailey	Art and home economics
S. M. Brame	History and mathematics
Jno. Dominique	Penmanship and history
M. D. Hargrove	Mathematics
D. G. Lunsford	English grammar, teaching
Miss Helena Messerschmidt	Physiology and hygiene
Miss Margaret Schoenbrodt	English grammar and literature
J. B. Snell	Mathematics
W. W. Tison	Mathematics
Miss Ailcie Walker	Folk dancing and swimming
F. K. White	English grammar



Officers

V. L. Roy	President
Miss Dean Varnado	Dean of Women
Miss Scharlie Russell	Librarian
J. C. South	Registrar
J. C. Monroe	Secretary-Treasurer
Mrs. Ruby A. Price	Secretary to President
Mrs. Flora E. Bowers	Graduate Nurse
Mrs. Fannie Montgomery	Matron
Dennis Sykes	Clerk
W. H. Trisler	Superintendent of Grounds
T. J. Weaver	Gardner
W. T. Row	Watchman

CLASS ADVISERS

1915: Winter Class, Mr. Bateman; Spring Class, Mrs. McVoy
Summer Class, Mr. Winstead; Fall Class, Mr. Stopher.
1916: Winter Class, Mr. Hedges; Spring Class, Mr. Davis;
Summer Class, Miss Weeks; Fall Class, Mr. Claman.
1917: Winter Class, Miss Overbey; Spring Class, Miss Hart.

FACULTY COMMITTEES

Athletics, Girls': Prather, Dancy.
Athletics, Men's: Prather, Davis, Hopper.
Catalog: South, Cooley, Moore.
Commencement: McVoy, Harvey, Hart.
Credentials: St. Amant.
Employment Bureau: McVoy, Whisenhunt.
Entertainment: Williamson, Feltus, Guardia.
Literary Societies: McVoy, Davis, Cooley.
Lyceum Committee: Nelken, Hazzard, Stopher.
Mortar Board Society: Varnado, Moore, Fournet, Winstead.
Potpourri: Moore, Monroe, Claman.
Publicity: St. Amant, Gaulden, Winstead.



Louisiana State Normal School

HISTORICAL



THE Normal School was established by Act of the General Assembly of Louisiana, July 7, 1884. The State Board of Education located the school at Natchitoches, and the buildings and grounds of the Convent of the Sacred Heart were bought by the Parish of Natchitoches and given to the School.

The first session began November 1, 1885. Dr. Edward E. Sheib was president from 1885 to 1888, Colonel Thomas D. Boyd from 1888 to 1896, Mr. B. C. Caldwell from 1896 to 1908, and Dr. Jas. B. Aswell from 1908 to 1911. On July 1, 1911, Mr. V. L. Roy was elected president.

PURPOSE

The Act of establishment declares that the school shall be maintained "for the benefit of such white persons of either sex as may desire and intend to teach in the public schools of Louisiana."

The Normal School is maintained by the State to train teachers for the public schools.

The necessary equipment of the successful teacher includes wholesome personality, sound scholarship and technical skill.



The first of these cannot be furnished by any school; it comes by inheritance and early environment; but it is the function of the Normal School to enlarge and strengthen it, and to add to it the qualifications of liberal learning and teaching power.

The course of training is planned with these ends in view. The first five terms of the course aim at thoroughness in mastery of the subjects of the public school course, while the last five are given chiefly to the study of education and to teaching in the practice school.

The conditions maintained at the Normal School give an environment that tends steadily to develop character and capacity for work. The course of study, the professional training, the companionship of hundreds of young men and women engaged in a common life-work, the intimate contact with many strong teachers, and the lectures and addresses given by scholarly men from all parts of the country, help to establish high ideals of service. The stimulating influence of the literary societies, the opportunity to hear the music of some of the greatest living artists, to see good pictures and statuary, and to use the library, with its thousands of books and ample periodical literature, help to refine the taste, quicken the appreciation and strengthen the love of learning.

The well organized practice school domiciled in a new building erected to meet its every need and requirement, the new manual training rooms, the excellently equipped department of domestic science and art, the laboratories and library, the ventilating system in the academic building, the baths and screens in the dormitories, the beautiful grounds, with forest, lake and swimming pool, guarantee a delightful experience to those who come to take advantage of the excellent courses offered.

THE SITE

Of all places in Louisiana, none surpasses, in historical importance and interest, the town and parish of Natchitoches, once the haunt of the Natchitoches and Doustiony Indians. Indeed, it may be said that very few points in the Southwest are more



replete with historical associations or played a more important role in the pioneer days of French, Spanish and English America. One of the best known and most important points on the old San Antonio trail, it was the scene of strife and contest, out of which the European settler emerged triumphant. Here, within sight of the Normal School, are the ruins of the old French Fort; to the southeast is the spot where St. Denis, in defense of the French, defeated the Natchez Indians and practically exterminated the tribe; here lie the mortal remains of men and women of noble lineage; and here, in the veins of living men, flows blood of some of the bravest heroes that ever set foot on American soil.

The Normal School, situated at the south end of the town and within its corporate limits, occupies an elevated position at the southeastern extremity of the Natchitoches pine hills. Its elevation affords a view of the beautiful, historic country to the east and south and insures perfect drainage. Its permanent dining hall and dormitories, the living quarters of the school, are being erected amidst the woods of a virgin pine forest, thus insuring the most salubrious conditions possible.

Natchitoches is a town of 4,000 inhabitants, situated a little northwest of the center of the State, on the Texas and Pacific and the Louisiana and Northwest Railways, 150 miles northwest of Baton Rouge, and 70 miles southeast of Shreveport. The town is 200 years old and is full of historic interest.





Buildings and Land

MAIN ACADEMIC BUILDING—This building was erected in 1906, at a cost of \$116,000. It contains thirty-four classrooms, the offices of administration, 3,000 square feet of floor space for the library, five rooms for the School of Music, cloak and store rooms, and a handsome auditorium, having a seating capacity of 750. In the basement are extensive toilets, the machinery for a hot-air heating system and for a cool-air ventilating system, and class and storerooms for the manual training department.

TRAINING SCHOOL BUILDING—This building is used for practice purposes by the normal students of the upper terms and as a model school for the public school children of the town and parish of Natchitoches. Its construction was begun July 1, 1912, and completed April 1, 1913. The building is located at and forms the north end of the Academic Court.

The cost of the building was defrayed mainly out of the proceeds of a tax voted in the first ward of the parish on February 8, 1912. The levy is five mills for twelve years, but it is expected that the term will be reduced to nine years by annual increases in assessed valuation. The tax was funded into a serial issue of bonds amounting to \$50,000, out of the proceeds of which the cost of erecting the building and the architects' commission were paid. The contract price, together with the architects' five per cent commission, was \$48,825; extras on foundation amounted to \$2,228.53.

The cost of installing the mechanical equipments in the building was assumed by the State Normal School. These comprised installations for steam heat, water supply and fountains, sanitary toilets, shower baths, conduits for electric lighting, vacuum cleaner with all necessary connections, and wiring for electric program clock and buzzers. The contract price for these installations was \$10,000. To this should be added the architects' commission, \$450 for extras on wiring the building, and \$288.45 for making connections between the Normal steam heat plant and this building. The cost of the furniture in the building to date is \$2,236.70.

Hence the total cost of the building is \$64,328.63.

The training school building has an unexcavated basement and two complete stories. It is 156 feet long and 95 feet deep. Access to the building is had through five entrances on the basement floor: one in front on the side of the Academic Court, two in the rear, and one at each end.

The basement has a hallway extending the entire length of the building and 15 rooms, as follows: The principal's office and a faculty room, each equipped with a sanitary toilet and lavatory; for each sex separately a toilet room, a room for showers and lockers, and a dressing room; a room for cooking, one for sewing, and a storeroom; a shop for woodwork and 2 storerooms for manual



training; and a gymnasium measuring 30 x 90 feet. The showers are equipped with hot and cold water, the floor is of concrete, and the partitions are slate. The toilets are of approved sanitary type.

The first floor contains an assembly room, a kindergarten room, four classrooms, and sixteen practice teaching rooms. The assembly room is furnished with four hundred opera chairs and a piano. The pupils' desks in all classrooms are the adjustable steel type with separate seats. Into each classroom open three practice teaching rooms, each measuring ten by fourteen feet. Leading into the hall are four other practice teaching rooms.

On the second floor there are six classrooms, a library, and twenty rooms for practice teaching. Thus provision is made for the accommodation of forty-eight practice teachers at any given time, or one hundred and ninety-two during the four practice teaching periods of the day.

BOYD HALL—This is a large frame building erected in 1895 under the administration of Col. Thos. D. Boyd. During the summer of 1912, the building was moved to a position near the power house and parallel to the main academic building, the change having been made to afford a proper location for the new model school building.

Boyd Hall is now used exclusively for academic purposes. On the first floor are found the domestic science department, the chemistry classroom and laboratory, classrooms for the department of rural training, and several offices. The second floor contains a large auditorium, now used as a gymnasium, and the biological classroom and laboratory. On the third floor are the physics classroom and laboratory.

DINING HALL—This is a two-story concrete structure at the western extremity of the dormitory court. It was erected during 1911. The main dining-room has accommodation for 1,000 students. The kitchen, thoroughly equipped, is fireproof. The fireproof pantries, a work room for the preparation of food, two offices for the matron, a chafing-dish room, a linen room, and a reception room complete the first floor. The second story consists of sixteen bedrooms for young lady students, with bath room and sanitary accommodations. The matron's quarters are on this floor. Two concrete walks lead from the academic court to the dining hall.

CONCRETE DORMITORIES—The two reinforced concrete dormitories form the southern boundary of the new dormitory court. They are designated A and B buildings. The latter was erected in 1910 at a cost of \$30,000. It contains 48 bedrooms, each accommodating two students. Each room has a stationary washstand and individual closets. "A" building was erected in 1913, at a cost of \$38,000. It contains 58 dormitory rooms. In design and construction the two buildings are similar. Each dormitory is equipped with shower baths, ample sanitary toilets, rooms for ironing, equipped with several electric irons, and trunk rooms. Both buildings are lighted by electricity and heated by steam. Concrete pavements lead from the dormitories westward to the dining hall, and eastward to the academic court.





OTHER DORMITORIES—The school also uses for dormitory purposes four other buildings, East Hall, West Hall, old model school building and the men's dormitory. The boys occupy the old dining-room building, which has been moved to a remote part of the grounds, repaired, screened and painted.

CONCRETE LAUNDRY—All students in the normal boarding club are required to have their clothes laundered at the school's new steam laundry. This is a one-story, fireproof, concrete building. Its capacity is, at present, 800 students. All irons are heated by electricity. Steam drying is employed. The rate to students is one-third of list price; and the list price is below that of commercial laundries.

NEW DAIRY BARN—This handsome modern concrete building was erected at the expense and for the use of the Normal Club. It is fireproof in every respect, has fifty stalls, and is so constructed as to make possible the application of the most approved sanitary measures. The barn floor is of concrete, with stalls, gutters, troughs, etc., so arranged as to permit the use of water hose for cleansing purposes. The stalls are the James Improved Sanitary, and the barn is equipped with an overhead litter carrier. The silo is of 150 tons capacity.

THE CONCRETE POWER HOUSE—This building was erected in 1913 at a cost of \$4,000. It is 52 feet long, 40 feet deep, and 21 feet to the ceiling. It is of reinforced concrete, and has extensive glass windows at each end. It encloses the battery of three boilers which furnish power and steam for the school. These boilers are each of 125 horsepower, 125 pounds capacity. The engine room adjoins the power house and is equipped with a 75 kw. direct driven dynamo, a 30 kw. belt driven dynamo, and a 5.6 kw. gasoline engine and generator. The power house supplies electricity for lighting all academic buildings, dormitories and dwellings, for operating electric fans during the summer quarter, and for heating the electric irons in the laundry; and steam for operating the hot-air heating system in the main building and heating the other school buildings and the dormitories.



OTHER BUILDINGS—The President's Cottage is a two-story frame dwelling, standing west of the second street entrance. South of the ladies' dormitories are four cottages, occupied by employees of the school. The stock barn is a frame structure, 50x90 feet, with stall space for fifty head of cattle and twelve horses and mules; it contains besides a carriage room, grain bins, and a hay loft of ample capacity. To the rear of the stock barn stands the wagon and implement shed, erected in 1913; it is 20x100 feet. A lumber shed, a hay barn for dairy cows, a shed for wagonettes and teams, a large store room, the water purification plant, and a workman's dwelling complete the present equipment of buildings.

SWIMMING POOL—For the use of the young ladies of the boarding club, a concrete swimming pool is provided. Its dimensions are 20x80 feet; its depth varies from 4 feet 10 inches at the ends to 6 feet in the center. During spring, summer, and fall, the pool is emptied and filled several times a week. The water used is from the salt well near the power house. This water is, in saline content and general appearance, almost identical with sea water. Courses in swimming are offered to students during the spring, summer and fall quarters. The pool is provided with ten dressing rooms, each of which has a shower bath equipment for the use of students before entering and after leaving the pool.

LIGHT AND HEAT—All dormitories, including the dining hall, and two of the academic buildings, are heated by steam, the Warren-Webster system being used. The main academic building is heated and ventilated by a plenum and exhaust system.

THE INFIRMARY occupies a large room on the second floor of the old model school building. It is in charge of a graduate nurse, who is in constant attendance upon those who are sick or indisposed.

LAND—Besides the original tract purchased by the town and parish of Natchitoches for the use of the Normal School, additional land has recently been purchased, including 62.83 acres bought in 1914 to control the water shed in the vicinity of the new well. The school now owns 320 acres of land. The campus occupies about twenty-five acres; the athletic grounds, eight acres; the garden, ten acres; the fields, thirty acres; the pecan grove, twenty-five acres; and the remainder is in open and wood pasture.



General Equipment

THE NORMAL TRAINING SCHOOL



S part of the State Normal School, a training school is maintained, in which the average enrollment is about three hundred. The school has eleven grades, of which the seven lower grades constitute the elementary and grammar schools, and the four higher grades the high school division of the training department. In each grade the work is planned to correspond with the courses of the public schools, but the work is elaborated and broadened through diligent study and consecrated effort on the part of the teachers in charge.

The faculty of the training school consists of a training teacher, an assistant training teacher, a principal and ten critic teachers. These critic teachers are in charge of the actual work of teaching, and closely supervise the work of student teachers. No effort is spared either by critic or student teachers to make the instruction in the training school the best possible.

The training school is peculiarly the normal student's laboratory. Here he observes daily for a period of three months the classroom work of his critic teacher. This is done under proper supervision and direction; and daily a critique of the day's work is held by the critic teacher. At the critiques, pedagogical principles involved in the lesson of the day are discussed, and thus is afforded a practical application of facts and principles studied in psychology and methods.

After observing for three months, the student begins his practice teaching, and this is continued daily for six months. The students of the two higher classes, to whom all practice teaching is restricted, are divided into groups and are assigned to the critic teachers for periods of three months.

Two periods of fifty minutes, the third and fifth, are given daily to practice teaching. Each period is divided into twenty-



five-minute halves, and every practice teacher is required to teach a class daily at the period assigned to him or her. Prior to teaching a given topic or subject, every practice teacher is required to submit a lesson plan to his critic teacher. The plan is carefully read, errors are pointed out, and suggestions made for improvement. When the plan is accepted by the critic teacher, the practice teacher puts it into practice with his class. During the two periods given to practice teaching, all critic teachers inspect the classroom work of their several practice teachers. At the first period the following day, the practice teachers attend the critiques of their respective critic teachers. Here the work of the preceding day is carefully gone over, all excellent features are emphasized, errors in teaching are pointed out, corrections are suggested, and questions are answered. Once a week, the head of the training department holds a general critique for unifying the entire work of the training school and for emphasizing principles of importance.

THE LIBRARY

The library now occupies commodious quarters on the third floor of the main building. Since 1908, its floor space has been increased from less than 1,000 to more than 6,000 square feet. It overlooks the quadrangle on one side, and on the other commands a beautiful view of the Cane River valley, together with that of the east lawn and grove skirting Chaplin's Lake.

With the additions made during the past year the library now contains 8,678 volumes, including 5,086 government documents, 3,422 reference and general literature books, and 170 bound volumes of magazines. The reference books have been selected for their excellence by the several departments, and are adapted to the readers for whom they are designed. The appearance of the collection indicates that its use has been general as well as constant.

The librarian devotes her whole time to the service of the school through the library; and is ready at any time to assist the students in their reading and investigations, giving incidental instruction in library economy, and best sources of information.



The magazine and newspaper racks contain nearly one hundred periodicals. The subject-matter in these as well as that in the bound volumes of magazines is made available for use by the "Readers' Guide to Periodical Literature."

The following is a list of the periodicals and newspapers at the disposal of the students:

MONTHLY MAGAZINES—Atlantic Monthly, Bookman, Century, Contemporary Review, Cosmopolitan, Current Opinion, Delineator, Edinburgh Review, Everybody's, Fortnightly, Forum, Harper's Monthly, Je Sais Tout, Ladies' Home Journal, McClure's Nineteenth Century and After, New England Magazine, North American Review, Readers' Guide to Periodical Literature, Review of Reviews, American, St. Nicholas, Scribner's, Westminster Review.

EDUCATIONAL MAGAZINES—American Physical Education, Black Board Journal, Columbia University Quarterly, Education, Educational Review, Journal of Education, Journal of Educational Psychology, Kindergarten Review, Normal Instructor, North American Student, Popular Educator, Primary Education, Primary Plans, Progressive Teacher, School Arts Magazine, School Board Journal, School Music, School News, Teachers' College Record, Teachers' Magazine Vocational Education.

TECHNICAL MAGAZINES—Advocate of Peace, American Political Science Review, Association Monthly, Biblical World, Boston Cooking-School Magazine, Country Gentleman, Country Life in America, Craftsman, Dietetic and Hygienic Gazette, Farm and Ranch, Garden Magazine, Good Housekeeping, Gulf States Farmer, Hoard's Dairyman, International Studio, Journal of Photography, Journal of Home Economics, Keramic Studio, Manual Training, Musical Courier, National Geographic Magazine, Play Ground, Practical Dairying, Rural New Yorker, Scientific American, Single Tax Magazine, Southern Cultivator.

WEEKLY MAGAZINES—Collier's, Harper's Weekly, Independent, Literary Digest, Nation, Outlook, Pictorial Sunday Illustrated, Saturday Evening Post, New Republic, Survey, Youth's Companion.

DAILY NEWSPAPERS—Item, N. O.; Baton Rouge Daily States-Times; Picayune, N. O.; States, N. O.; Shreveport Journal, Shreveport Times; Times-Democrat, N. O.

PARISH NEWSPAPERS—Caucasian, Colfac Chronicle, Houma Courier, Natchitoches Enterprise, Natchitoches Times, Alexandria Town Talk, Winnfield Comrade.

The library is open from 8:15 A.M. to 4:30 P.M., and from 6 to 8 P.M., every school day; and from 9 A.M. to 4 P. M. on Saturdays.



PHYSICAL AND CHEMICAL LABORATORIES

THE PHYSICAL LABORATORY occupies two rooms on the third floor of Boyd Hall, and is used for experimental work only. The rooms are equipped with ten tables of the most approved type. The following is a list of some of the apparatus: Hooke's law apparatus, a crane boom, an air thermometer, two sensitive chemical balances, several accurate resistance boxes, two Wheatstone wire bridges, a postoffice box, two sensitive d'Arsonval galvanometers, Edison cells, ammeters, voltmeters, etc. Direct current from the Normal power house is available in the laboratory for the charging of storage batteries and other uses.

THE CHEMICAL LABORATORY is on the first floor of Boyd Hall, and is equipped with table space enough to accommodate forty students at one time. Gas and water are at hand at each of the forty places. The laboratory is equipped with all the apparatus necessary for an elementary course and for work in qualitative analysis. Accurate balances make it possible to do quantitative work. In addition to the above apparatus there are crucible and muffle furnaces, where very high temperatures may be had, blast lamps, scales for ordinary work, and electrolysis apparatus. The lecture room contains a table for demonstration work, which is equipped with water and gas. There are pieces of apparatus in sufficient quantity to demonstrate most of the laws of chemistry for the class. A lantern suitable for throwing actual experiments upon the screen is in the lecture room and slides showing industrial processes are at hand for class work.

BIOLOGICAL LABORATORY

THE BIOLOGICAL LABORATORY and classrooms occupy two large, well-lighted rooms on the second floor of Boyd Hall. They have an abundant supply of hot and cold water and are lighted by electricity.

The laboratory is equipped with the following apparatus: One Bausch & Lomb Universal Balopticon complete with attachments for lantern slides, opaque projection, microscopic and chemical experiments. The list of slides for biologic work embraces 100 colored slides of Louisiana birds and their homes, 50 slides showing relation of birds to insects, 40 slides of economic insects, about 60 slides of invertebrate and vertebrate types for zoology, 40 slides of forestry, 30 of algae, 30 of fungi, 40 of flowering plants and pollination, and 30 of Louisiana crops. For physiography work there are about 50 slides illustrating running water, the work of ice and snow, of wind, of sand and volcanoes.

The laboratory is also supplied with 36 compound microscopes, 60 magnifiers, dissecting instruments, glassware for experiments, preservation jars, scales, aneroid barometer, maximum and minimum thermometers, rain gauge, hygrometer, maps, etc.

Ten large wall cases with glass fronts are filled with specimens preserved in formalin. The private collection of minerals, fossils and archaeologic specimens, belonging to Prof. George Williamson, is stored in the biological laboratory, and is available for illustrating work in geology, physiography, etc.

HOME ECONOMICS DEPARTMENT

THE COOKING SCHOOL is domiciled in a large laboratory in Boyd Hall. The room is 27x35 feet, with a fourteen-foot ceiling, and has seven large openings, thus providing ample air capacity and excellent ventilation. The laboratory table, rectangular in form, has a total length of seventy-two feet, and accommodates twenty-four students. Each student has a linear space of three feet, and faces the teacher, whose table is at the center. The tables, built specially for cooking, are of polished pine, have tile tops with steel rims, and are equipped with lockers, drawers, kneading boards, gas supply and heating plate. At each corner is a sink, with hot and cold water, and at one end of the room there is a large kitchen sink. A handsome gas range, glass closets for ware and canned products, a large pantry, blackboards and charts, complete the equipment.

THE SEWING CLASSES occupy two other rooms in Boyd Hall. These are provided with sewing machines, cutting tables, forms, cases for exhibit work, electric iron, dressing room and lavatory.





MANUAL TRAINING AND INDUSTRIAL ROOMS

The Manual Training and Industrial Department occupies three rooms in the main building, three rooms in the new model school building, and a forge room in a separate building. One room in the main building is used for the industrial work offered under 2C. This room is equipped with chairs, tables, shelves, lockers, lavatories, etc. Another room is equipped for the woodwrok offered under 3A and 3B. It contains 25 work benches with individual tools, and an ample supply of general tools, finishing bench, lockers, supply cabinets, etc. The third room is used as a store room for lumber and finished products.

The training school contains a work shop equipped with 15 work benches and individual and general tools; a store room with lockers, and a room for elementary industrial work. The forge room is equipped with six forges, six anvils, six individual sets of tools, general tools and supplies. In connection with the manual training department, the Normal School has a machinery room containing an extensive display of farm implements and machinery.

GYMNASIUM

So far as possible, all physical training is done out of doors; but on inclement days, students are required to report to the gymnasium for exercise. The room, occupying the main portion of the second story of Boyd Hall, measures 60x100 feet in area. It is equipped with all necessary apparatus for vigorous exercise.

A large room on the third floor of the main building, the kindergarten room and the gymnasium of the training school building are also used by athletic and gymnastic classes on rainy days.

MUSIC ROOMS

The music department is domiciled on the third floor of the academic building, occupying four large rooms and a smaller room for voice work. Four teachers of pianoforte and violin are employed.

The school owns a Steinway Grand, six Steinway Uprights, and fourteen pianos of other makes. All students studying pianoforte are required to practice one hour daily.

The Band uses the auditorium for its rehearsals, and the stage room for storing its uniforms and other equipment.



BOOKS AND STATIONERY

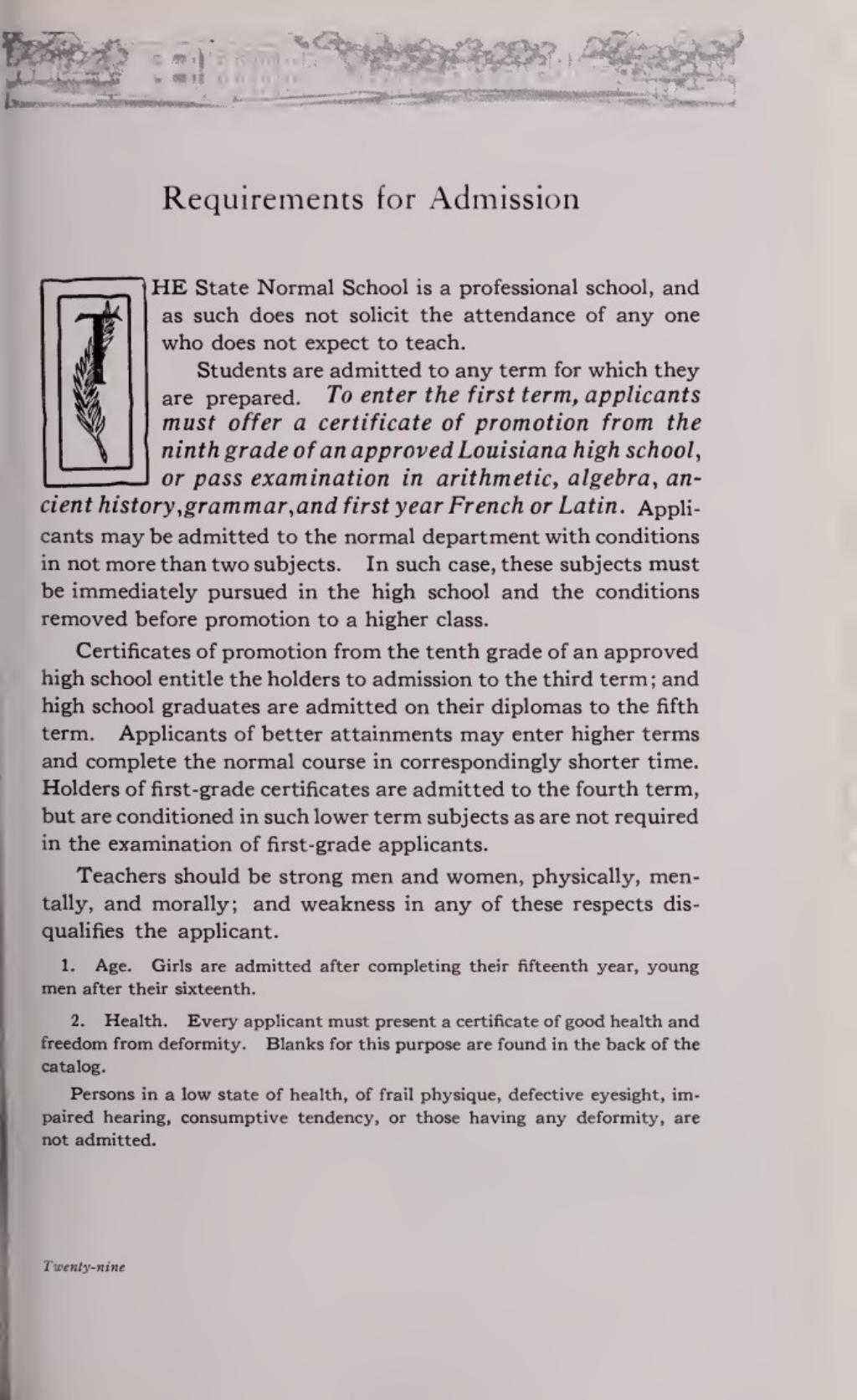
The normal book store in the main building carries a full stock of all text books used in the Normal School. General stationery and supplies for classes in art, drawing, industrial work, etc., are also on hand. The prices of the bookstore are the list price of publishers. The store room is open all day, and is of great convenience to normal students. The model school books are not in stock in the bookstore, but must be purchased from the depository in the town of Natchitoches.

THE NORMAL WATERWORKS

Because of a prolonged water famine, to which the Normal School had been subjected as a result of a contract then existing between the school and city, the institution undertook, in the early part of 1914, to install a system of waterworks. Gov. L. E. Hall, approving the project, obtained \$8,000 through the State Board of Liquidation to defray the cost of the following items: Sinking a 12-inch well, laying one and one-quarter miles of 6-inch water main; purchasing and installing a 10 k.w. motor and a pump and pump-head; and running a 3-wire high voltage line from the well to the city system. The well is in the pine hills more than a mile from the campus. The motor which operates the pump is controlled by a switch at the Normal power house.

The well yields from 3,000 to 4,000 gallons per hour, according to the size of gear wheels used. The water has been analyzed by the chemist and bacteriologist of the State Board of Health, and is considered excellent in all respects.





Requirements for Admission



HE State Normal School is a professional school, and as such does not solicit the attendance of any one who does not expect to teach.

Students are admitted to any term for which they are prepared. *To enter the first term, applicants must offer a certificate of promotion from the ninth grade of an approved Louisiana high school, or pass examination in arithmetic, algebra, ancient history, grammar, and first year French or Latin.* Applicants may be admitted to the normal department with conditions in not more than two subjects. In such case, these subjects must be immediately pursued in the high school and the conditions removed before promotion to a higher class.

Certificates of promotion from the tenth grade of an approved high school entitle the holders to admission to the third term; and high school graduates are admitted on their diplomas to the fifth term. Applicants of better attainments may enter higher terms and complete the normal course in correspondingly shorter time. Holders of first-grade certificates are admitted to the fourth term, but are conditioned in such lower term subjects as are not required in the examination of first-grade applicants.

Teachers should be strong men and women, physically, mentally, and morally; and weakness in any of these respects disqualifies the applicant.

1. Age. Girls are admitted after completing their fifteenth year, young men after their sixteenth.

2. Health. Every applicant must present a certificate of good health and freedom from deformity. Blanks for this purpose are found in the back of the catalog.

Persons in a low state of health, of frail physique, defective eyesight, impaired hearing, consumptive tendency, or those having any deformity, are not admitted.



Persons who have been exposed to contagious diseases, typhoid, yellow or scarlet fever, diphtheria, measles or smallpox, can not be admitted without a certificate from the Parish Health Officer.

3. Character. Applicants must present certificates of good character, signed by the Parish Superintendent. If the applicant is not personally known to the Superintendent, the certificate may be signed by the Sheriff, Parish Clerk, Judge, or Police Juror.

4. Pledge. Students receiving free tuition sign the following pledge:

I, , Parish of declare my intention to attend the State Normal School until graduated, and to teach in the public schools of Louisiana for at least one year after graduation.

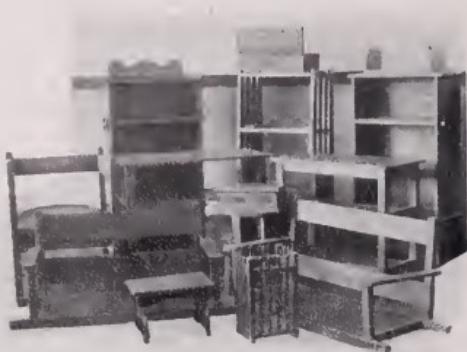
The pledge is not construed to require continuous attendance. Many of the best students attend for only one or two terms at a time, then teach for a while before completing the remainder of the course.

Honorable release from the obligation may be obtained from the president on account of inability to do the required work, failure of health or eyesight, pecuniary necessity, or family bereavement, or by payment of tuition fees for terms of attendance.

Students who do not expect to teach in Louisiana are required to pay a tuition fee of \$15 a term.

Students from other states have the same privileges as Louisiana students, provided they promise to teach in Louisiana or pay the tuition fees.

Students who do not intend to teach and who desire to avail themselves of the many educational opportunities offered by the Normal School, may elect courses which do not lead to a graduation upon payment of a tuition fee of twelve dollars per quarter. Teachers of the public school may also elect courses for which they are prepared, without tuition charge.





Graduation



HE requirements for graduation are two: Satisfactory completion of the course of study and development of an acceptable degree of skill in teaching and control. They are equally indispensable; no amount of scholarship can take the place of teaching power, and no facility in teaching can atone for poor scholarship.

The diploma of the Normal School is a license to teach in any public school of Louisiana for five years. It may be renewed indefinitely by the Board of Administrators, "upon satisfactory evidence of success, progress and good character." Furthermore, the diploma of the State Normal School entitles its holder to such degree of preference in his application for a position in the public schools of the State as may be deemed wise and expedient by the State Board of Education.

Four classes are graduated each year, but commencement exercises are held only at the close of the spring quarter, at which time diplomas are awarded to all graduates of the preceding twelve months.

At the close of each of the other quarters, brief graduation exercises are held, at which the outgoing class is received into the Normal Alumni Association. On these occasions, distinguished educators and public men are invited to address the graduates.

CREDITS FOR GRADUATION

1. A normal credit represents three months or sixty recitations of satisfactory grade in any subject. Two credits are allowed for satisfactory practice teaching in each of the three highest terms. Subjects which are offered three hours weekly are counted for three-fifths of a credit. Two normal credits are allowed for each Carnegie unit offered by high school graduates.



2. All candidates for graduation must offer fifty-six normal credits. Of these, the following minimum specified credits are required of all candidates:

Professional subjects	12 credits
English	7 credits
Social sciences	5 credits
Physical sciences	5 credits
Mathematics	3 credits
Literary societies	3 credits
Athletics	3 credits
	—
	38 credits

3. The remaining eighteen credits must comprise all subjects specified as differentials under the several courses.

4. A credit in theoretical and applied music is granted to students of the School of Music who do satisfactory work for a quarter in voice, piano, violin, or other instruments and pursue the theoretical courses offered in that department. Such credits are equivalent to half normal credits.

5. Two-fifths of a credit is allowed for a quarter's satisfactory work in any department of athletics. Not fewer than three forms of athletics must be offered by candidates for graduation.

6. A term of satisfactory work in any of the higher literary societies constitutes a literary society credit. Three such credits are required for graduation. Students offering not fewer than five such credits may substitute two in lieu of a condition in English. Two terms of work in the Mortar Board Society, one of which must have been earned in the fourth term, are equivalent to one literary society credit.

DEMAND FOR GRADUATES

The schools of Louisiana require five thousand white teachers. The average term of service is about four years, and a thousand new teachers are needed each year.



Many of the parish boards now engage only trained teachers, and in every parish of the State some schools require normal graduates. As popular interest in the public schools increases, there is an increasing demand for trained men and women; and for several years the Normal School has had many more calls for graduates than it could supply.

Capable, well-trained teachers are eagerly sought by school boards, not only in Louisiana, but throughout the South. Every man and woman prepared to give superior service in the school-room may be sure of prompt employment in responsible positions at good salaries.

Graduates of the Normal School are filling well many important school positions as parish superintendents, high school principals, and teachers in the best schools of the State, while many others are rendering equally valuable service in the rural schools.





Expenses

TUITION AND FEES



UITION at the Louisiana State Normal School is free in all departments, excepting the School of Music. For schedule of fees in music, see page 71. No charges, however, are made for instruction in public school music or to members of the band, orchestra, or choral society.

The following fees are charged by the term and are payable in advance: \$2.00 for registration, and \$1.00 for athletics and lyceum. Students pursuing laboratory courses in the sciences are charged a fee of \$1.00 per term for materials consumed. The fees covering cooking supplies, fuel, water, etc., in the home economics department are \$2.00 per term. No deduction is made in fees when the attendance covers only a fractional part of a term. Students matriculating after the first day of the quarter pay an incidental fee of \$3.00.

A fee of \$1.00 is charged students who desire to remove a condition on any subject by examination.

Students pursuing special courses or courses not leading to graduation are charged an extra fee of \$12.00 per term. The same fee is charged to all students who do not expect to teach in Louisiana.

CLUB EXPENSES

The charge for board in the club is \$12.00 per month of four weeks, payable in advance. For less than a week, board is fifty cents a day. This amount covers board, lodging, lights, water, heat and service. The charge for laundry is \$2.00 per month, also payable in advance. For this amount, club members are entitled to a service aggregating \$6.00 at laundry list rates. Laundry in excess of this amount is charged at list rates. Upon



entering the Normal School for the first time, all club students must pay the entire expenses of the quarter in advance; and no refund will be made of any part of amounts so paid except in cases of resignations based on reasons approved by the president.

Mothers and sisters of club members, when in the club, are charged \$1.00 a day. No other visitors are accommodated.

The infirmary fee, payable at the opening of each term by every club member, is \$1.00. This covers cost of attendance by graduate nurse, service when sick, and medicine. In case of protracted or serious illness, requiring the services of a physician, extra nursing, or pharmacy prescriptions, such expenses are charged to the patient.

BOARD FOR MEN

The Normal School has fully equipped a men's dormitory which accommodates sixty students. In the assignment of space in this dormitory, preference is given to those students already enrolled in school. The charges for board and laundry here are at club rates. Male students not in the club board in town at rates varying from \$3.50 to \$4.00 per week. Laundry costs about \$1.50 per month.

Non-resident young men and women attending the Normal School and boarding in town are not permitted to board in the same house or hotel.

AVERAGE COST PER TERM

The following is an estimate of the average cost of attendance per term of 12 weeks to a regular student boarding in the club:

Board at \$12.00 per 4 weeks	\$36.00
Laundry, \$2.00 per 4 weeks	6.00
Incidental, athletic and infirmary fees	4.00
Books and stationery	9.00
Total	\$55.00



The Boarding Department



NDER the name of the Normal Boarding Club, the school has in a semi-official manner conducted for many years a dormitory and boarding department. This has heretofore been restricted to young women, by whom seven dormitories have been used regularly. Among these are comprised the new fireproof concrete dormitories erected in 1910 and 1913, and the second story of the new dining hall, which is also fireproof. One of the frame buildings formerly used by women has recently been moved to a portion of the grounds set aside for the young men students, and is now in use as a men's dormitory.

There is now dormitory accommodation on the normal grounds for five hundred and fifty women and sixty men. All lady students from a distance board at the school during the fall, winter and spring quarters.

All bedrooms are comfortable and properly furnished with single beds, mattresses, chairs, tables, dressers, wardrobes, wash-stands, or lavatories, steam heat and electric light.

Students provide their own pillows, sheets, blankets, bed-spreads, towels and napkins. Feather beds and cotton comforts and quilts are not allowed in the dormitories. All club girls must be provided with umbrellas and rubber shoes.

Members of the club are required to make up their beds and keep their rooms in order and neat in appearance. Service in the rooms is furnished by the club, being comprised in the charges for



board. Inspection of the rooms is made at intervals by the president, accompanied by the lady in charge of each dormitory.

Assignments to rooms are made by the dean of the club, and preference is given to students who are already members of the club. New students are not permitted to select rooms.

All dormitories are kept in strictly neat and sanitary condition. Sanitary toilets are provided in every building; and every club member has free access, under club rules, to bath rooms or showers found in each dormitory. All bath tubs are the best enameled, and are provided with hot and cold water.

The beautiful Normal Hill and campus are the home recreation grounds of the members of the club after school closes in the afternoon.

CLUB RULES

1. Applicants must file certificates of good health and good character upon entering and agree to observe the club rules.
2. Club members are required to conduct themselves with propriety, and to show due regard for the rights of others.
3. Members can not leave the ground without obtaining permission of the president and reporting to the dean, both on leaving and returning.
4. No member will be permitted to spend the night away from the club, and requests to this effect from parents will always be refused.
5. Young women living in the club are not permitted to receive calls from gentlemen.
6. Club members are not allowed to receive packages of food.
7. Medicines, food and matches must not be kept in bedrooms. No narcotic, intoxicants, or poisonous substance is allowed under any circumstances. Remedies for the simple ailments incident to school life are kept and dispensed by the nurse. When a student is sick enough to need the attention of a physician, she is taken to the infirmary and placed in charge of the graduate nurse.
8. On Sunday, club members must attend day services at the churches in town.
9. For minor violation of the club rules, a member may be put under arrest which means forfeiture of privileges for the time. For any grave violation of rules or of propriety, for continuous neglect of duty, or unbecoming conduct, the member will be suspended or dismissed.

Nearly all the club members are preparing themselves for their life work, most of them at their own expense. And with students of this class the largest possible liberty may be safely allowed. Every feature of the club management rests on the assumption that the students are capable of self-control, and that they desire to advance the interest and welfare of the club.



General Regulations



THE school year of forty-six weeks is divided into four quarters. Each quarter runs twelve weeks, excepting the summer term, which extends over ten weeks, six days per week.

In the fall, winter, and spring, breakfast is served at 7:30 o'clock; luncheon at 12:20; dinner at 5:00. In the summer term, the hours are changed to suit conditions.

No rising hour is prescribed, and students are advised to sleep as late as possible in the morning. Neglige dress is not allowed in dining-room.

It is harmful for students to have too much spending money.

Parents are advised to have their daughters' clothing made at home. Simplicity in dress is insisted upon, and modesty of attire is expected of all young ladies in the club.

All bloomers worn by young ladies in athletic work must conform to patterns supplied or approved by the teacher of domestic art.

The cashier receives deposits from club members and pays money drawn against these deposits. The club becomes responsible for deposits.

Club members are advised to deposit their money immediately after arriving. Money in excess of 50 cents must not be kept in bedrooms at any time.

Clothing, towels, napkins, and bed linen should be marked with the owner's full name, not with initials only.

Trunks and handbags should have the owner's name and address PRINTED on them. Initials and cards are insufficient.

New students should give notice a day or two in advance of their coming, so that they may be met at the station.

Each normal student is required to own and use a dictionary of academic grade, approved by the English teachers.



Slips are issued to students at the end of each scholastic month. These show the standing of students in their classes. Parents or other authorities wishing to examine these should direct the students to forward them home as soon as issued.

DISCIPLINE

The discipline of the Normal Boarding Club is in the hands of the president of the institution and the dean of women, who is in charge of the dormitories; and every proper care is exercised in supervising and directing the young men and women of the school. The rules necessary to govern so large a body of young people are more stringent than those found in the home. Accordingly, no student is permitted to spend the night away from the dormitories; visiting in town requires a special permit; and when students go out on excursions to the woods, they are accompanied by members of the faculty.

On the other hand, various forms of recreation and diversion are encouraged. Among these are the quarterly reception given to the graduates by the members of the next lower class; lawn parties given by the faculty at the opening of the summer and fall quarters; permits to take dinner with friends in town on Sunday; the frequent parties, socials and receptions of the Young Women's Christian Association; the lectures and other attractions of the lyceum course; the concerts of the Normal Band; the annual cantata or operetta given by the Choral Society; the quarterly recitals of the School of Music; and the use of the chafing dish room by girls for the entertainment of their friends.

THE ALBY L. SMITH LOAN FUND OF THE LOUISIANA STATE NORMAL SCHOOL ALUMNI ASSOCIATION

The Alumni Association of the Normal School maintains a fund known as the Alby L. Smith Loan Fund from which temporary loans are made to students in the last three terms of the

normal course. Only those persons who have already been students of the school and have proven their intellectual and moral fitness for the teaching work can secure loans from this fund. They pledge themselves to repay such loans out of their first year's earnings after graduation, at six per cent interest.

At the meeting of the Alumni Association in New Orleans in April, 1913, the Alby L. Smith scholarship maintained by the Alumni Association since 1897 was discontinued. This scholarship paid the entire expenses of one student at the Normal School, and by means of it nine young women were educated and sent into the schools of the state. All funds of the Alumni Association, including the Five Thousand Dollar Alumni Loan Fund, have now been merged into a general fund known as the Alby L. Smith Loan Fund.

More than a hundred students have received financial aid through loans from the Alumni.

SCHOLARSHIPS OF BENEVOLENT ORGANIZATIONS

The Louisiana Federation of Women's Clubs maintains a Scholarship in the State Normal School. The scholarship fund of the Federation is now in excess of \$1,000. From this fund loans are made from time to time, as may be necessary, to the scholarship student. No charges are made for interest. The return of the loans begins with the second month of the beneficiary's employment as teacher, and the amount to be returned monthly is expected to be not less than ten dollars.

The Hypatia Memorial Scholarship is maintained by the Hypatia Club, of Shreveport. Like the preceding, this scholarship is based on quarterly loans made without interest charges.



The United Daughters of the Confederacy now have two scholarship students in the Normal School, maintained on the same basis as the preceding.

Besides these, several lodges and benevolent citizens of Louisiana assist students by gifts or loans to meet their school expenses.



PARISH SCHOLARSHIP

The General Assembly of 1904 authorized by enactment an appropriation by each of the police juries of the State for the maintenance of a beneficiary student at the State Normal School. The selection of the scholarship student from each parish lies wholly with the police jury, and is ordinarily made either by vote of that body or by competitive examination. The amount usually appropriated is \$55.00 per term, or \$165.00 for the year. This covers necessary expenses for board, laundry, lights, fuel, service, fees, books and stationery.

The police jury in each of the following parishes has during the session of 1914-1915 maintained a scholarship student in the Louisiana State Normal School:

Ascension, Assumption, West Baton Rouge, Caddo, Caldwell, East Carroll, West Carroll, Concordia, DeSoto, Evangeline, West Feliciana, Franklin, Grant, Iberia, Iberville, Jackson, Jefferson, Madison, Natchitoches, Orleans (2), Ouachita, Plaquemines, Pointe Coupee, Rapides, Red River, Sabine, St. Bernard, St. Charles, St. John the Baptist, St. Landry, St. Mary, St. Tammany, Tangipahoa, Tensas, and Terrebonne.

These students are among the best in the school, and as shown by the splendid services rendered the parishes by those scholarship students who have graduated and become teachers, the parish funds can not be better invested than in the training of good teachers for the youth of the State.





Student Organizations

LITERARY SOCIETIES

There are four literary societies. The Seekers After Knowledge, the Eclectic Literary Society, The Modern Culture Club, and the Mortar Board Society. In the first three, membership is limited to the classes above 2B. The Mortar Board Society is composed of students from the lower terms, and is under the supervision of a faculty committee. Regular meetings are held every Saturday night, to which only members are admitted, and open meetings are given once a term by each society. At commencement there is an inter-society contest in oratory, declamation, extemporaneous speaking, music, and parliamentary practice.

A term of successful work in any of the three advanced literary societies constitutes a society credit. Three such credits are required for graduation. Students having five or more society credits may substitute two of them for a condition in English in any course. A society credit may be made by doing two terms of successful work in the Mortar Board Society, one of which terms must be 2B.



RELIGIOUS SOCIETIES

The Normal School is a public, unsectarian school. It aims to throw around the students refined moral influence and to develop high ethical and religious standards of living.

Students are required to attend the services of the churches in Natchitoches—Baptist, Catholic, Episcopal, and Methodist, and the B'nai Israel Synagogue. All of these have earnest members in the faculty, and students of every faith have abundant opportunity to observe all the requirements of their church duty.

The Young Men's Christian Association, the Young Women's Christian Association, and the Apostleship of Prayer have efficient organizations for religious and charitable work.

THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION

This Association, organized at the Louisiana State Normal School in 1911, exists for the purpose of rendering service to the women students of the institution and of offering opportunity for development, growth, and training in religious and social service. It endeavors to bring the Normal girls into closer relationship with their churches and to help in every other way to make their life most pleasant and most worth while.



The membership is larger this year than ever before, and consists of capable, earnest, intelligent young women from churches of all faiths. The future of the organization seems brighter than ever before, and is one of the most influential forces in the school.

The Association is visited once a year by the Field Secretary. This year, Miss Frances Y. Smith, from St. Louis, was here. She gave several inspiring talks to the students and created an increased interest in the work.

The Association has a beautiful, large reading room in East Hall, which does a great deal to foster the social and intellectual side of school life. This room is open to the members every day after school and on Saturday. Here a tea is given to the faculty and Association members every few weeks. On Halloween night the Association had a rally and invited the Y. M. C. A. Plans are now being made for a lawn party.

A piano, which has been ordered, will add much to the attractiveness of the reading room. During school hours it will be rented out to music students. Several months ago the Association purchased a sewing machine, which is rented to the club girls for ten cents per hour.

A walking club, called the "Y. W. C. A. Hikers," has been organized. Every Sunday afternoon, when the weather permits, the "Hikers" go for a walk in the country with Mr. Williamson. A large number of girls are always ready for this weekly stroll, for the scenery around Natchitoches is beautiful and Mr. Williamson is an interpreter of nature and a charming story-teller.

CIVIC CLUB

The Contemporary Life Club, organized during the past year, is composed of those students who have elected the social science course. Its purpose is to develop the qualities of leadership among its members; to fit them for efficient service in civic movements; to acquaint them with and train them for matters that make for public progress, for proper educational development, and for racial growth. The club now has fifty members, many of whom are holding positions of honor in the other student organizations of the school. The club meets weekly.

LE CERCLE FRANCAIS

Le Cercle Francais is a literary society in which no English is spoken, its object being the preservation and promotion of the French language in Louisiana through the Normal students who go out from this department. All students of French, whether in the Normal proper or in the high school department of the Training School, are eligible to membership. The programs are arranged with as much consideration for the student who is hearing French for the first time as for the one whose native language it is. The society has proved a great help in supplementing the work of the French classes.



THE BAND

The Normal Band now owns nearly three thousand dollars' worth of instruments, uniforms, music and general equipment. Its present membership of forty will be increased to fifty when the resident graduate members return from their year's work. As sufficient proof of the fineness of the band instruments, it might be said that when the band appeared at the State Fair last fall, it was stated by members of Thaviu's famous organization that the Normal Band had the best instruments they had ever seen in a band of its size.

There is no fee attached to membership in the band. Three rehearsals are held weekly, and all band members are excused from athletics. The band has a large repertoire of standard waltzes and marches and a beginning on more pretentious operatic selections and overtures. The band is open for engagements for concerts, fairs, and commencements at purely nominal wages.

THE NORMAL ORCHESTRA

This is a voluntary organization of young men and women who study under the musical instructors. The orchestra has a membership of a dozen or more, and furnishes music during the week at assemblies of the student body and at some of the entertainments given during each term. No charges attach to membership in the orchestra.

SOCIETY QUARTETS

It is the privilege of each of the four literary societies to have one quartet of boys and one of girls, the personnel of which may be selected by the chorister of each society, and given one period a week for practice. These rehearsals are held under the direction and instruction of members of the faculty. For the past three years these ensemble numbers have appeared on the programs of the annual intersociety contests.





Publications

POTPOURRI

Potpourri is the student publication of the Louisiana State Normal School. It is issued annually by the three literary societies and is a handsomely bound book of more than two hundred pages, representing all phases of student life at the Normal. It is ably edited; and, besides being for the future teacher a souvenir of school days, it is an incentive to the student to develop those literary and artistic talents which other means of expression have failed to arouse.

CURRENT SAUCE

Every two weeks the Contemporary Life Club publishes Current Sauce, a newspaper of four pages devoted to current news and matters of interest to the student body. The policy of this paper is to promote all activities beneficial to the group and to foster such *esprit de corps* as will unify and elevate a community of growing minds. As students from all departments of the school are invited to contribute to its columns, it is at once a means of expression and a disseminator of broadening ideas.

VOX DISCIPULORUM

This little publication is issued quarterly by the students in the department of Latin. It is printed in Latin, and the articles, principally happenings of local and general interest, are contributed by the pupils voluntarily. This insures a special interest in the work and makes it all the more beneficial to the pupils.

LYCEUM COURSE

The Lyceum management of the State Normal School offers one or more entertainments during each quarter; and in the selection of the attractions it exercises the most careful judgment. The aim of the committee is to bring to the students of the institution the very best that is offered in literature, music, didactics and oratory.

During the fall quarter, 1914, the Evelyn Scotney Opera Company presented an excellent program to the largest audience ever assembled in the Normal auditorium on such an occasion. During the winter quarter, 1915, Mr. Pasquale L. Montani, assisted by Director Harvey and Miss Mandot of the Normal School of Music, presented a program of musical numbers on the flute, saxophone and Italian harp. During the spring quarter, 1915, Mr. Cecil Fanning, one of America's foremost tenor singers, will appear; and the renowned Ben Greet Outdoor Players will present "A Midsummer Night's Dream" on the campus of the Normal School. Eminent lecturers have been employed also to appear on the lyceum stage during the summer school of 1915.



Summer School for Teachers



ONLY with the regular course of the State Normal School, there is held annually a summer school under the auspices of the State Board of Institute Managers. This school is in operation during the summer quarter for the term of weeks required by the State Board. All recitations are held during the forenoon, the daily assembly being held at 12:40. Domestic science, laboratory and shop work are offered at convenient hours in the afternoon.

In the summer school, courses are offered in all subjects on which applicants for first and second grade certificates are examined; and summer school students have the widest latitude in electing courses. The subjects thus offered comprise arithmetic, algebra, geometry, grammar, literature, geography, physiology, civil government of Louisiana and the United States, spelling, physics, agriculture, manual training, domestic science, history, drawing, theory and art of teaching, Louisiana school problems, primary education, kindergarten work, elementary methods, and rural school management. In the more popular subjects, the work is offered in two, three, or four sections, to the end that students may almost invariably elect what branches they desire.

In the regular normal course, considerable advanced work is available for alumni of the Normal School who expect to attend during the summer quarter. This comprises work in chemistry, physics, botany, zoology, mathematics, Latin, French and history. Besides these subjects, the course of study has recently been broadened by the addition of several subjects suitable for further study by normal graduates. Among these are rural school organization, farm animals, dairying and poultry raising, economics, hygiene and sanitation, and sociology.



The Summer School is conducted under the same rules of the Normal School as in regular term work. The same fees are charged; tuition is free. For general directions see the special Summer School bulletin.

The text-books used in the Summer School are those adopted for the public schools of Louisiana. Applicants for admission to the Summer School should bring with them such public school books as they possess.

All Summer School students should take receipt from railroad agents when buying tickets to Natchitoches. This insures a return rate of one-third fare.

RURAL TRAINING COURSE

No part of our great public school system is receiving more attention at the hands of progressive educators than are the rural schools. The redirection of these schools is at once the most immediate and the most important educational task which confronts our people. There is to-day an insistent and growing demand for a rural school different in ideals and operation from the urban schools. The country school must become the chief factor in rural uplift; it must therefore become the community center by offering instruction which is compatible with the needs and wishes of the people it must serve. Farmer boys and girls must be given an opportunity to develop a real appreciation of and love for country life to the end that they may remain in the country, and not be driven to the city by courses of study and texts which hold up wrong ideals. The opportunities of the country for health, happiness and prosperity must be revealed to its school population. These ends can be accomplished only by placing a correctly trained teacher in the rural school.

It is the object of the Rural Training Course to give instruction in the things which touch the life of rural people, to inspire a love for the country, and give an insight into the opportunities which it offers. A course in agriculture, which includes the study of soils, fertilizers, farm crops, forage crops, animal husbandry, dairying, and gardening, is offered to the young ladies and young men alike. Above this the young ladies take domestic science, and the young men take manual training, farm shop and farm machinery. The dairy, the farm, the garden, the swine and the poultry, all of which is the property of the Normal School, offer an exceptional opportunity for practical work and observation.



Courses of Study

DEVELOPMENT, GROWTH, HISTORY

Prior to 1911, the standard of admission to the State Normal School was equivalent to the completion of the seventh grade of an approved high school. The lowest class then comprised English grammar, arithmetic, U. S. history, geography, physiology, writing and spelling.

At the close of the spring term of 1911, the standard was somewhat raised, the following subjects then making up the work of the first or lowest class: English grammar, algebra (beginning), U. S. history, elementary biology, geography, writing and spelling. At the same time the school year was changed from three terms of sixteen weeks to four terms of twelve weeks.

A year later the standard was raised a half year, and the new 1A or lowest term now comprised instruction in English composition, algebra (fractions to quadratics), zoology, French or Latin (begun) and music and art. This brought the standard of admission to the end of the first high school year. At the same time, a new course for the training of rural teachers was added, and all subjects of secondary grade were relegated to the lower terms.

In order to permit specialization and to offer opportunity to prepare for efficient service in Louisiana high schools, the six higher terms were divided into five courses, as follows: Language, science and mathematics, music and art, social science, and manual training or domestic science. Together with the course for the training of rural teachers, which has been differentiated throughout the eleven terms, this offered a choice of six different courses.

During the session 1913-14, the standard of admission was made higher by eliminating the 1A term in December, 1913, and the 1B term in May, 1914, thus bringing the admission requirements up to the third high school year. This has permitted the addition of a new term in the upper portion of the curriculum, thus relieving the pressure of too many hours in the higher terms and allowing more thorough and efficient instruction in advanced subjects.

The new course of study, outlined on subsequent pages of this catalog, has the added merit of providing review courses in physiology, United States history, arithmetic, English grammar,



and geography. These courses are offered in the new 5th (old 3A) and higher terms, so that high school graduates as well as other students have an opportunity of reviewing thoroughly and from a pedagogical point of view the subjects that they will have to present in their practice teaching in the eighth, ninth and tenth terms.

Special courses for the training of primary and grammar grade teachers have also been added to the courses of study. These have for their purpose the training of teachers for the grades in an intensive manner. Apart from the professional and English courses, which are part of all work in the higher terms, students preparing for primary or grammar school work are not required to pursue subjects of college grade. In lieu of these, review courses in arithmetic, English grammar, history, geography and physiography are offered.



CURRICULA IN LOWER TERMS (SECONDARY)

Terms or Class	Required Subjects	Differentials of Several Courses		
		Rural Training	French	Latin
1	English.....5	Botany.....5	French.....5	Latin.....5
	Geometry....5			
	History.....5			
	Physics.....5			
2	English.....3	Agriculture...5	French.....5	Latin.....5
	Geometry....5			
	History.....5			
	Physics.....5			
	Singing.....3			
3	English.....3	Agriculture...5	French.....5	Latin.....5
	Geometry....5			
	History.....5			
	Chemistry....5			
	Drawing.....3			
4	English.....5	Handcraft....5	French.....5	Latin.....5
	Civics.....5			
	Chemistry....5			
	Penmanship ..3			
	Spelling.....2			

TWO-YEAR NORMAL COURSES

Term	Subjects Required in all Courses	Grade Teachers		High School	
		Primary	Grammar	Languages	Science & Mathematics
5	English Composition History	Singing Drawing Handcraft	Arithmetic Civics Elective	French or Latin Arithmetic Elective	Algebra Botany Physics Arithm.
6	Psychology Physiology and Hygiene English Grammar	Singing Drawing	History Elective	French or Latin History	Trigonometry Botany Physics
7	Psychology Gen'l Method English	Singing Drawing	History Elective	French or Latin History	Analytic Geometry Chemistry Zoology
8	Teaching Special Method	Primary Method Geography	English Geography	English Geography	Calculus Chemistry Zoology
9	Teaching History of Education	Nature Study English	English Nature Study or Physiography	English Physiography	Calculus Physics
10	Teaching English	Sociology School Administration or Rural Problems	Sociology School Administration or Rural Problems	Sociology School Administration	Sociology School Administration

A ABOVE SECONDARY SCHOOL

	Supervisors and Specialists			Term
Science	Rural Training	Industrial	Music and Art	
or Latin etic	Farm Arithmetic	Home Economics or Man. Traing. Arithmetic	Singing Art	5
	Home Economics or Man. Traing. Animal Husbandry	Textiles or Elective	Arithmetic	
	Home Economics or Man. Traing. Dairying	Home Economics or Man. Traing. Food Chemistry or Elective	Singing Art	6
nics	Home Economics or Man. Traing. Economics	Home Economics or Man. Traing. Economics	Singing Art	7
	Soils and Fertilizers Home Economics	Home Economics or Man. Traing. English	Singing Art	8
raphy	Farm Crops	Home Economics or Man. Traing.	Singing	9
	Nature Study	Nature Study or Physiography	Art	
Adm-in-	Rural Problems Sociology	Method in Home Economics Sociology	School Admin- istration Method in Sing- ing and Art	10



Syllabi of Courses in the Louisiana State Normal School

1915-1916

AGRICULTURE

AGRICULTURE II. An elementary course in agriculture is offered here. It has two objects, viz.: To introduce the student to the large field of and establish an interest in those special phases which he is to study later in the course; second, to help those who must teach before the remainder of the course can be taken.

GARDENING III. Each student has an individual garden for which he is responsible in every way. The class as a group makes hot beds, cold frames, flats, etc. Most of the work in this course is in the actual growing of vegetables. Canning, spraying, budding, grafting and a study of the insects found in the gardens and orchards make this work very practical and useful. Text—Bulletins of the U. S. Department of Agriculture and Experiment Stations.

SOILS AND FERTILIZERS VIII. Origin, formation, kinds and values of soils; physical and chemical properties; tillage and irrigation are topics of special study. A brief study of commercial fertilizers is made in regard to their use and values. Text—Soils, by W. S. Fletcher.

FARM CROPS IX. This course offers a study of the most important Southern farm and forage crops, their use under different systems of farming and the best practices in rotations. Text—Southern Farm Crops, by J. F. Duggar, supplemented with bulletins from the U. S. Department of Agriculture.

RURAL PROBLEMS X. This course offers a study of the rural problems from the standpoint of the rural school. The student is led to see the school not only as a place where boys and girls are taught certain facts from books, but as an institution which shall lead into a better social, civic, economic and educational program for the community.



ART

3. COLOR WORK. Freehand representation; objects from nature, as fruit, vegetables, and flowers, in color. History of architecture and sculpture—Egyptian, Greek, Roman, Byzantine, Mohammedan.

5. PERSPECTIVE. Parallel and angular perspective. Training the eye to distinguish between appearance and reality. Art history—Early Christian and Early Renaissance, tracing the development of painting from 200 to 1500 A. D.

6. STUDY OF HUMAN FIGURE. Illustration. Art History of the High Renaissance and the Decadence, following the development of painting in Italy from 1500 to the present time.

7. ADVANCED LANDSCAPE COMPOSITION. Illustration. Designs for use in domestic science, manual training, and for interior decoration. History of Art—Flemish and Dutch painting.

8. APPLIED DESIGN. Block printing, stenciling, embroidering, lantern making, etc. Use of Applied Arts Drawing Books. History of British and American Art.

9. REVIEW and application of art principles. Blackboard drawing. Illustration. Picture study. Art Appreciation Lessons on interior decoration; wall paper, rugs, draperies, furniture, picture framing, flower arrangement, etc. Study of lines and color in dress.

10. METHODS. Planning courses in drawing for use in public schools. Practice teaching.

BOTANY

1. This is an elementary course, presented from the standpoint of agriculture. Its purpose is to lay a basis for the study of field and garden crops as presented in the subsequent course of the Rural Training Department. It assumes a knowledge of the general elements of Botany as presented in the first year of the high school. Text—Coulter's Plant Life and Plant Uses.

5. Study of plant morphology, physiology, and ecology, with stress upon the last two. Laboratory work is done with the microscope and experiments in germination and plant propagation carried out in laboratory and field. Identification of common trees and flowering plants, with a manual, is part of the term's work. The essential difference of flowering and seedless plants is taught. Collection of leaves is made and notebooks kept. Text—Andrew's Complete Botany.





6. This course is somewhat similar to that of 5, but deals more definitely with economic plants, their pollination, propagation, enemies and associates. The cryptogams are closely studied as far as time permits, literature on the subject read, and field observations made. Notebooks are kept and field and laboratory work required. Text—Bergen and Caldwell.

CIVICS

4. In this subject the student becomes acquainted with government, its history and its functions. A study of the structure of governments in general followed by a similar study of our own government completes the work of this class. Text—Boynton's School Civics.

5. An intensive study of government in the United States is made here, and the degree to which our governmental institutions have served the needs of the average citizen and of the race is brought out. Government is viewed as the only means known to man for obtaining cooperation for economic and social betterment where individual interests vary. The work ends with a consideration of civic problems and present tendencies in government. Text—Forman's Advanced Civics.

CHEMISTRY

The courses in 3 and 4 are the equivalent of the State high school course. The work in these courses is undergoing changes to make it fit into related subjects and to bring it nearer to the everyday life of the student. An attempt is being made to give such experiments as will have practical value in the scientific explanation of chemical phenomena.

Two elective courses are offered in 7 and 8 in addition to the required courses, 3 and 4. 3 and 4 are prerequisites to 7 and 8. The aim of these elective courses is to give the prospective teacher of the subject added preparation.

Laboratory notebooks are kept by each student and notes taken at the time of the performance of the experiment. The books are kept in the laboratory.

3. This is a beginners' course and takes up the study of a few of the non-metals and their relations to everyday life. The fundamental laws are illustrated and explained. Twenty experiments are made. Text—Morgan & Lyman.

4. This is a continuation of 3, taking up a study of the metals and their uses and properties. The industrial side of the subject is emphasized. The experiments include work bearing on agriculture and domestic science. Text—Morgan & Lyman.

6. Students of the home economics course are required to take food chemistry in the sixth term. Special emphasis is placed on the laboratory work. Text—Household Chemistry by Vulte & Goodell.



7. This is an intensive study of the laws of chemistry and a course in qualitative analysis. Text—Newth's inorganic Chemistry, and Irish's Qualitative Analysis.

8. The principles of organic chemistry are presented here and experimental work that will explain those principles. Texts—Remsen's Organic Chemistry, and Orndorff's Manual.

ECONOMICS

6. The aim of this term's work is to develop an appreciation of the great importance of agriculture and its related activities in the affairs of the world. The history of farming, the weak and strong features of agriculture as a business, some of the most important rural problems of the day, the value of organization, and similar topics receive attention. Particular application of the principles studied will be made to the rural South. Text—Carver's Rural Economics.

7. It is intended that this study shall give a knowledge of a few of the most important and fundamental principles of economics as applied to the leading occupations of our people and the business of the world. It includes a brief survey of a few of the most important human activities, together with the relation of such occupations and industries to the needs and wants of the world. It is expected that such a study will enable teachers better to understand the great economic problems of the day and their relation to the governmental functions of our nation. Text—Nearing and Watson.

EDUCATION

6. **PSYCHOLOGY I.** A description of the mental processes, their function, and the relation between the nervous system and the mental processes. A study of sense perception, memory and the emotions. Text—Read's Introductory Psychology.

7. **PSYCHOLOGY II.** A study of the higher mental processes; habit formation, learning and skill; attention; reasoning; the relation of the instincts to education. Text—Read's Introductory Psychology, and supplementary reading from other authors.

7. **GENERAL METHOD.** Prerequisite: Psychology 6. A study of the underlying principles of teaching, such as interest, questioning, motor expression, and class management, and the various kinds of lessons and recitations. The Practice School is visited a number of times. A few lesson plans are prepared. Text—McMurry's The Method of the Recitation; Strayer's A Brief Course in the Teaching Process.

8. **SPECIAL METHODS.** Prerequisite: Psychology 6 and 7 and General Method 7. A study of the content, aims, materials and methods in teaching primary reading and number, language, geography, history and lit-



erature in the elementary schools. Text—Neet's Practical Methodology. References—Huey's Psychology and Pedagogy of Reading, Chubb's The Teaching of English, Farnham's The Sentence Method, McLellan and Dewey's Psychology of Number.

9. **HISTORY OF EDUCATION.** A systematic study of the great educational movements, with greater emphasis upon the more recent tendencies of modern times as exemplified in America, France and Germany. Text—Monroe's Briefer Course.

10. **SCHOOL ADMINISTRATION.** Problems in organization, supervision and management; a study of the Louisiana school laws, particularly with reference to the work of the teacher; an intensive study of the economy of classroom instruction and management. Texts—Louisiana School Code and Bagley's Classroom Management.

PRACTICE TEACHING. Each student in the 9th, 10th and 11th terms is required to spend one period of fifty minutes daily in the practice school. Half of the period is given to teaching a class, and half to observation and preparation for the daily critique.

Every lesson taught by student teachers must have careful preparation, and must be based on written plans submitted to and approved by the critic teacher. Through actual practice under the guidance of an experienced and sympathetic critic, observation of expert teaching, and the discussions in the daily critique, the student teacher gains skill in the application of educational principles. The professional instruction received in the academic and pedagogical departments is here crystallized into experience. Frequent opportunities are given practice teachers to have private consultation with their critic teachers and the head of the training department.

ENGLISH

1. **ENGLISH COMPOSITION.** An elementary course designed to develop within the pupil the power of simple, strong, and direct expression. Special attention to spelling and punctuation. Text—Scott and Denney's Elementary Composition.

2. **ENGLISH LITERATURE.** Special attention to oral reading. Scott's Lady of the Lake, Addison's De Coverley Papers, and two books of Bryant's Homer's Iliad are used in this course. The aim of all the work in literature is to develop a love for the subject and a taste for good books. Three periods per week.

3. **ENGLISH LITERATURE.** A careful and appreciative study of one Victorian novel, the object being to show the way to get the best results in reading fiction; Ruskin's Sesame and Lilies. In this course two important forms of prose are introduced as typical studies. Three periods per week.

4. **ENGLISH LITERATURE.** Studies in Tennyson's Shorter Poems and Idylls of the King. Carlyle's Essay on Burns. Play of Shakespeare.



5. ENGLISH COMPOSITION. A course in formal composition, with special attention to the development of the paragraph, the outline, the theme. The reading and the analysis of essays from Lamb, Stevenson, Thoreau, and others. Text—Woolley's Handbook of Composition.

6. ENGLISH GRAMMAR. An advanced course in grammar, designed as a preparation for teaching the subject. Special attention is given to the structure of the sentence, idioms of the language, and usages of best writers and speakers. Text—Kimball's English Sentence.

7. ENGLISH DISCOURSE. A constructive study of the forms of discourse, narrative and description, with special attention to the short story. Study of the best short stories, English and American, and a survey of American literature. Frequent themes, the object being to develop a trained and controlled imagination. Text—Bliss Perry's Study of Prose Fiction.

8. ENGLISH DISCOURSE. Argumentation and Debate. A study of the best forms of Argumentation, and the preparation and delivery of debates. Burke's Speech on Conciliation, and Tennyson's Two Voices as special studies in Argumentation. Text—Foster's Argumentation and Debate.

9. A STUDY OF THE DRAMA, illustrated by plays of Shakespeare, Goldsmith, Sheridan, and others. Text—Matthews' Study of the Drama.

10. ENGLISH LITERATURE. Studies in Keats, Shelley, Wordsworth, and Browning.

FRENCH

French in the State Normal School presupposes a year's study of the language. This work is offered in the training school, and is the equivalent of the first 64 lessons in Chardenal's Complete French Course, together with at least two books of easy reading.

Throughout the course in French, attention is given to phonetics in the training of both ear and vocal organs; comparison of French and English sounds; practice in reading, translation and conversation; dictation; memorization of fables and easy poems.

The French Circle supplements the class work in offering opportunities for the hearing and practical use of the language. In addition to a varied program consisting of songs, recitations and papers, an illustrated talk is given at each meeting.

1. The course begins with the pronominal verbs. Text—Chardenal's Complete French Course. Reading: Selections from Lazare or Mairet.

2. Chardenal completed. Reading: Daudet's *Le Petit Chose* or Daudet's *Contes Choises*.

3. Review of all the preceding rules of grammar. Text—Francois' Introductory French Prose Composition.



4. Advanced Grammar. Text—Fraser & Squair, through irregular verbs.
Reading: Talbot's *Le Francais et sa Patrie*.
5. Letter and Essay Writing. Text—Fraser & Squair continued. Reading: Moliere's Comedies.
6. Original Composition. Text—Fraser & Squair completed. Reading: History of French Literature, by Fortier. Tragedies representing the different literary periods.
7. Reading: Auge and Petit's Illustrated History of France. Original compositions. Reading: Hugo's *Les Misérables* and Stories from the Realists and Naturalists.

GEOGRAPHY

8. A review course of the World as Man's Home.
 - I. Life a response to geographic conditions.
 - II. Physiographic areas as units of study—home city, United States, the world.
 - III. Points of emphasis.
 - (a) General directions and location of important places.
 - (b) Statement of physiographic principles, facts, etc.
 - (c) Statistical units to serve as keys.
 - (d) Reports from magazines, etc., on geographic conditions in places commanding the world's attention to-day.

HISTORY

1. **MEDIÆVAL HISTORY.** The invasion and settlement of the barbarians; the revival and break up of the Frankish empire and the formation of feudal Europe; the growth of the papacy and the conflict between the church and secular power; mediæval institutions and society; Mohammed and his religion; the Crusades; the development of commerce; the rise of the universities; the beginning of national monarchy; the pre-reformation movement; the influence of modern exploration, discovery and invention. Text—Myers' Mediæval and Modern History.
2. **MODERN HISTORY.** The principal topics treated are: The Reformation; the religious wars; the struggle for constitutional liberty in England; the ascendancy of France under Louis XIII and Louis XIV; the rise of Prussia; England's colonial supremacy; the era of the French Revolution and Napoleon; the period of reaction and the revolutions of 1830 and 1848; the nineteenth century; the Eastern question; and a summary of the progress of civilization in the nineteenth century. Text—Myers' Mediæval and Modern History.



3. A survey of the great epochs of American history to give a unified view of the United States as a whole. The course includes the study of the American people and of American institutions as an expansion of Europe into the New World; the establishment of the English; the separation of the colonies from England; the creation of the republic; national versus sectional interests; slavery and the west; the crisis of disunion; and the political and industrial history of the republic since the civil war. Text—Stephenson's American History.

5. This course is designed to give students a systematic and thorough review of American history as a basis for the proper understanding of methods in history and as a preparation for teaching. It gives a brief study of colonial history and of the Revolutionary War, and a fuller treatment of the periods of national expansion and political disunion. The effects of geographical environment upon occupations and upon social life and government are emphasized. Text—Hart's Essentials in American History.

6. **THE UNITED STATES BETWEEN 1783-1829:** (A) Confederation and the Constitution, 1783-1789. The results of the Revolutionary War; the government under the Articles of Confederation; the organization of the western territory; interstate controversies; problems of diplomacy and foreign trade; violations of the treaty of peace; paper money; Shay's Rebellion; the Constitutional Convention; the process of ratification. Text—Fiske's Critical Period.

(B) Foreign Politics and National Expansion, 1789-1829. Organization of national government; the policy of the Federalist party in foreign and domestic politics and the rise of the Democratic opposition. Broad and strict constructions of the constitution; the fall of the Federalists; Jefferson's policy; annexation of Louisiana; experiments in neutrality; the causes, progress, and results of the War of 1812. The course concludes with a survey of the political and economic reorganization after the war, including western expansion, the Missouri Compromise, the Monroe Doctrine, and the triumph of the Jacksonian democracy. General supplementary reading. Text—Hart's Formation of the Union.

7. **THE UNITED STATES BETWEEN 1829-1909:** A thorough study of the period from 1829 to 1865 in American history. A study of Jackson's administration; the civil service; tariff; nullification; The United States Bank; slavery as a system; the anti-slavery movement; Texas and the Mexican War; the Compromise of 1850; the Kansas-Nebraska question; the Dred Scott case; the rise and final triumph of the Republican party; the secession of the Southern States; the Civil War and the readjustments that followed. Text—Wilson's Division and Reunion.



HOME ECONOMICS

The work in this department has a two-fold purpose: To provide opportunity for students pursuing the regular courses to receive some training along this line; and to make it possible for students to specialize in this work with a view of teaching it in the rural and the city graded schools.

5. **MODEL SEWING** (handwork) and its application to sewing in elementary schools, including the following processes: Basting, overcasting, overhanding, running stitch, hemming, cross stitch, catch stitch. French hemming, darning, patching, types of plackets, buttonholes, and seams. Some consideration is also given to the selection of material in regard to quality and price.

TEXTILES. Including a study of the early development of the textile art; classification of the fibres; adulteration of the different fibres with the simpler chemical tests.

6. (a) **PLAIN SEWING**, including a study of patterns and designs. (b) **SIMPLE DRESSMAKING**. The designing and making of a simple wash dress. Text—*Shelter and Clothing*, by Kinne & Cooley.

7. **COOKERY.** Special attention will be given to laboratory technique. The cooking of typical carbohydrates, such as potatoes, cereals and macaroni, and of the simpler protein foods, such as milk and eggs, will be included. Careful study will be given to the selection of meat, and how to prepare the inexpensive cuts in attractive ways. Food preservation, including canning and preserving; a study of leavening agents in the practical experience of handling various types of batters and doughs; the preparation of simple salads and desserts, and the selection and preparation of fish, game and poultry. Text—*Foods and Household Management*, by Kinne & Cooley.





8. COOKERY. In this term attention will be given to correct combinations of foods, with a view to the study of menus and the planning and serving of a simple luncheon at a limited cost. Also invalid cookery, and frozen desserts.

9. HOUSEHOLD ADMINISTRATION. The purpose of this course is to increase the efficiency of the art of home making, and it will include such phases of the subject as household hygiene and sanitation, interior decorations, and a consideration of such problems as domestic service and household accounts. HOME NURSING. To give a practical knowledge of the cause, nature and proper treatment, in the home, of common ailments; also to familiarize the student with the nature and treatment of common emergencies that may be met with in the home, the school, or elsewhere. This work will be emphasized by practical demonstrations where possible. Text—American Red Cross Abridged Text-book on First Aid.

LATIN

1. Admission to this course in Latin requires a year's work (ninth grade or second high school year) in beginning Latin. A general test and brief review of Gunnison and Harley's Beginners' Latin are given, after which Kirtland's "Facilis Fabulae" is read as an introduction to Cæsar.

2. CÆSAR'S GALLIC WAR. Second and third books. Critical study of constructions, change of indirect discourse into direct, close attention given to teaching the use of connectives, principles, and clause structure. Study is made of the geographical and historical setting of the commentaries. A strong effort is made to have the student understand the Latin idiom and translate it into good, idiomatic English. Prose composition once a week, covering the two books above. Text—Gunnison and Harley's Cæsar.

3. First and fourth books of Cæsar's Gallic War. Practice in sight reading. Prose composition based on first book. Same text.

4. First and second Orations against Catiline. A careful study of the style of Cicero and the setting of the orations. As much time as possible is given here to a study, by the topic method, of other writings of Cicero and contemporaries, in order to gain something of the history of Roman Literature. Texts—Gunnison and Harley's Cicero and Composition, the latter based on the conditions above.

5. Third and fourth Orations against Catiline, and the Manilian Law. Composition based on third and fourth Orations against Catiline. Same texts as above.

6. First and second books of Vergil's Aeneid. Critical study of poetic style, and practice in scansion. Constant contrast between prose forms and



constructions. Mythological references studied. Texts—Knapp's *Vergil*, with Bennett's *Grammar*.

7. *Vergil's Aeneid*, third and fourth book. Same texts as above.

In this course, including the work outlined in *Vergil*, an excursion is made into such authors as Eutropius, Sallust, and Livy; this with a view to opening up to the Latin student the broad and rich field of Latin literature.

MANUAL TRAINING

1. ELEMENTARY MANUAL TRAINING. This course is especially adapted to the needs of primary or elementary teachers. It is planned to give instruction in those forms of handwork that are most suitable for use in the lower grades and to study them from an educational standpoint. The course includes paper folding and cutting, paper weaving, cardboard construction, bookbinding, burlap work, basketry—reed and raffia, sand table work, and exercises for special days.

5. SHOP WORK. The aim of this course is to give instruction in the use and care of the common woodworking tools. Skill is developed in the use of the saw, chisel, plane, square, brace, drawing knife, rule, and spoke-shave. The work of the term includes equipment for a farm shop and simple objects needed in the home.

6. SHOP WORK. This course emphasizes the different exercises in construction, but they are taken up in the construction of useful objects and not as exercises. The following objects are made: Gates, doors, feed boxes, troughs, step ladders, shelves, milking stools, gallery swings, sanitary privy; poultry equipment, as hen houses, brooders, nests, and coops; and playground equipment, as lilt or see-saw, jumping bars, jumping board, slides, and swings.

7. SHOP AND GENERAL REPAIR WORK. Practical work in repairing broken furniture or machinery will be done during this term. Also plumbing, as laying pipes, cutting threads, making connections, installing boilers and bath tubs, and concrete work.

8. FARM MACHINERY. This course takes up the general care and use of the principal tools that are found on modern farms. It aims to develop in the student practice in quickly putting together and handling common types of farm machinery. The care and use of gasoline engines are also included.

9. FORGING. This course includes drawing, bending, shaping, twisting, upsetting, making eyes, shoulders, welding and tempering; also work in sharpening plow points and repairing machinery.

MATHEMATICS

1. PLANE GEOMETRY. Book One and to Construction in Book Two. Stress is laid upon beginning of geometric solutions in proper form. The pupil is taught to reason out the theorems and the originals rather than to commit them. Wentworth-Smith's Geometry is completed in this term.

2. PLANE GEOMETRY. This is a continuation of 1, and must follow 1. Wentworth-Smith's Geometry is completed in this term. Much emphasis is laid upon constructions.

3. SOLID GEOMETRY. Much time is spent at the beginning of this course in giving the pupil a proper viewpoint of solids. The solution of problems in loci, original numerical problems, practical measurements of bins, vats, hayricks, corn cribs, water tanks, and almost all practical solids, are taught here, besides the solution of the theorems of the book. Wentworth's Solid Geometry is the text.

5. HIGHER ALGEBRA. This course must not be confused with 1A or 1B Algebra. A course equivalent to 1A and 1B is required for admission to this course. A hasty review of the fundamentals is given in a scientific manner, and then higher equations are taken up. The theory of equations, Horner's process of finding irrational roots, detached coefficients, series, determinants, and their application to the solution of equations; continued fractions, and the solutions of higher equations by the use of logarithms are taken up somewhat in the order named. Hawke's Advanced Algebra is the text.

5. ADVANCED ARITHMETIC. This is not a course for beginners in arithmetic. A knowledge of arithmetic, high school algebra and plane and solid geometry are prerequisites. The work is taken from the standpoint of the teacher. Persons doing this work successfully should experience no difficulty in subject matter when they come to teach it. Much practical work in measurements, notes, profit and loss, stocks and bonds, bank discount, taxes and so forth will be taken up. Sisk's Foundations of Arithmetic will be used as text.

6. TRIGONOMETRY. The definitions and use of the trigonometric ratios and their application to the solution of right and oblique triangles; computations by the use of natural and logarithmic functions; measurement of inaccessible heights and distances by the use of the transit; and, finally, the construction of logarithmic and natural function tables will be taken up in their order. Text—Wentworth's Plane Trigonometry with Tables.

7. ANALYTIC GEOMETRY. A good working knowledge of algebra, plane geometry and trigonometry is required for admission to this course. Analytics takes up geometry from an algebraic standpoint. Much graphic work is attempted. The student gets the locus of the equation and the equation of the locus. The conics are developed from the definition and their equations are worked with until the student can know their equations at sight. Text—Ashton's Plane and Solid Analytic Geometry.



NATURE STUDY

9. NATURE STUDY. The aim of this course is to induce the student to become acquainted with nature's ways, learn some of the common insects, flowers, trees, and birds, and above all, inspire in him an abiding love for the life out of doors.

The subject matter is different for each quarter on account of the available material. Incidentally, the attention of the class is called to the use of common things as subjects in literature. Text—Hodge's *Nature Study and Life*.

PENMANSHIP

4. Special attention is given to the development of skill in writing; the Palmer system of writing is employed; and all candidates for graduation must meet a standard of not less than 70 on the adult scale of the Russell Sage Foundation. Students who do not meet the standard in one quarter are required to continue their work in writing until the required skill is developed.

PHYSICS

1. This course covers Mechanics and Heat. Twenty experiments are performed this term, including both qualitative and quantitative. Text—Carhart and Chute.

2. Sound, Light and Electricity in this term. The same number of experiments as in the previous term. Text—Carhart and Chute.

5. This course aims to prepare students to teach physics in high schools. Advanced work is given in electricity and magnetism and special attention is paid to the practical side of electricity. Five class recitations and five laboratory periods are required per week. Text—Ames' *General Physics*. Laboratory Manual—Ames and Bliss.



6. This is a continuation of 5. Mechanics of Solids and Fluids is given, and much time is devoted to the more advanced experiments in this work. Five class recitations and five laboratory periods are required per week. Text—Ames' *General Physics*. Laboratory Manual—Ames and Bliss.



PHYSILOGY, HYGIENE AND SANITATION

6. The course opens with a rapid survey of the physiology and hygiene of the human body, with particular emphasis on the nervous system; this is followed with a study of community hygiene and sanitation. The following subjects are studied: Cleanliness in home, yard, school, street, factory, dairy, and public places; importance and means of and equipment for; disposal of refuse and sewerage; the sanitary toilet and soil pollution; the septic tank and its construction; diseases of children and infectious and contagious diseases, means of dissemination, diagnosis and treatment; typhoid fever and the house fly; malarial and yellow fever and mosquitoes; tuberculosis, its spread, cure, and prevention; the bubonic plague and the rat; the State and County Boards of Health; sanitary laws of Louisiana; organized agencies of sanitation.

PHYSIOGRAPHY

9. Erosion: Land forms, relief, ground water, running water. Emphasis on delta and other alluvial lands, lower Mississippi basin and delta used as type. Economic results stressed.

Vulcanism, accompanying phenomena. Terrestrial magnetism, declination.

Earth relations, form, motions, seasons, latitude, longitude, standard time.

Atmosphere: Constitution, temperature, thermal maps, pressure, barometer, moisture, evaporation, precipitation.

Great wind and calm belts, economic influences on countries affected—United States as a type.

Weather maps: Weather bureau, value and use of maps; interpretation of current maps.

Ocean: Coastal survey, laying of cables, tides, currents.

Aim of entire course is to give a working knowledge of fundamentals of physical geography and their influences on mathematical, descriptive and political geography. Text—Salisbury's Physiography.

PUBLIC SCHOOL MUSIC

2. Course for country school teachers: required of all students. Text—Modern Common School Book.

5. Primary material and ensemble drill. Standard supplementary works for primary children. Text—Cole and Lewis's Melodia.

6. Directing and program study. Standard chorus texts and Maryott's Musical Essentials.



7. Special method and observation in public school music. Modern Music Series.

8. Harmony. Circle of keys, scales, three-tones chords, intervals, key relation, melody formation, harmonization of melodies, and chords of the 7th.

9. Music Appreciation. Study of authors and operas. Courses 8 and 9 are designed for Music and Art students and alternate by terms. Text—Harmony and Ear Training by W. A. White.

SOCIOLOGY

10. The aim of this course is threefold. First, the student must grasp the facts in sociology which place it among the sciences. Second, he must get a knowledge of social conditions in our own and European countries to use as a basis of comparison. Third, he must understand conditions in the South, and in Louisiana in particular, in the light of this comparison, and be able to aid in changing these conditions when he goes out in the State as a teacher. Text—Ellwood's Sociology and Modern Social Problems, and Ross' Social Psychology.

ZOOLOGY

7. A few days are given to a general review of protozoa and microscopic work. The general principles of animal classification are then taken up and such factors as environment, habitat, and enemies, developed by collateral reading and discussion. The study of bird and insect life, their relation to each other, to man, and to plants studied as bearing on local or state conditions rather than on those of the world at large. Collections of insects are made, and field observation required and records kept. Text—Bulletins; Kellogg's American Insects.

8. This course covers, though from a broader standpoint, that given under 7. Vertebrate forms are studied to gain some knowledge of comparative anatomy; the life history of domesticated animals traced and theses required, or subjects assigned along this line. Instruction is given in the use of the microscope, the preservation of specimens, and the making of collections for the teacher's use. Field and class notebooks, with collateral reading, are required.



The School of Music

Thorough courses are given in all the leading branches of musical art: Piano, voice, violin and other orchestra instruments, theory, harmony, history of music, and ensemble playing. One of the aims of the school is to provide systematic courses for the complete musical development of the student.

The general plan of the work is two-fold: First, to give the student who wishes to complete a course in any branch of music an opportunity to receive a general and specific training, proficiency in public performance, and a thorough preparation for the profession of teaching. Second, to offer instruction to those students who wish to devote only a part of their time to the study of music. Such students may take up special work suited to their needs and attainments.

Two private lessons per week are given in the major subject of instrument or voice, in which attention is given to the building of technique, cultivation of tone, interpretation, phrasing, etc. Class instruction is given in all theoretical branches of music. Every effort is made to develop pupils in accordance with the most approved methods; to create an appreciation of the best musical literature and the highest ideals of the art.

The extremely low costs of tuition (less than half that of other similar schools) prevent no one from obtaining first-class training in any branch of music. Many free advantages not found in other schools are provided, which, together with ideal surroundings, combine to make music study at the Louisiana State Normal School equal to that of the foremost schools of the South.

EQUIPMENT

The School of Music is domiciled on the third floor of the academic building, containing commodious studios furnished with the highest grade pianos. The handsome auditorium, seating 750, contains a Steinway Concert Grand piano. Twenty pianos are provided for practice purposes, five new ones of standard make having been recently added. A Victor talking machine, with a large collection of records, is used for the purpose of musical illustration.

PRACTICE

All pupils in the piano department are required to practice not less than one hour daily, and more time may be arranged for. Pupils must secure assignment of rooms and periods from the Director at the beginning of each term. The rooms are large and well lighted. Many are equipped with new instruments of the highest grade, insuring pupils unsurpassed facilities for systematic practice.



FREE ADVANTAGES OFFERED

All students in the School of Music are accorded the following privileges without additional cost:

Classes in Elementary Theory, History of Music, Ensemble Classes, Juvenile Piano Class in Rudimentary Instruction; Membership in the Orchestra, Choral Society; Concerts and Recitals by Faculty Members of the School of Music; Lectures and Talks upon Musical Subjects.

ORCHESTRA

A large stringed orchestra is maintained and offers the experience and routine necessary to become an efficient orchestral player. All pupils in the advanced grades of stringed and other orchestral instruments are entitled to membership. Weekly rehearsals are held throughout the year. Overtures and symphonies by the classic masters, together with shorter works by classic and modern composers, are studied and performed in public.

RECITALS AND CONCERTS

A stimulating musical environment is made possible by frequent concerts by visiting artists and faculty members, and by lectures and illustrated talks upon musical topics. Solos and ensemble numbers are performed by members of the faculty of the School of Music at various public events held throughout the year.

Frequent recitals by pupils of all grades are given, and the art of public performance seriously studied and practiced.

CHORAL SOCIETY

The Choral Society, with a membership of one hundred and fifty singers, is open to all students of the Normal School who are sufficiently qualified. Two rehearsals each week are held, conducted by the Director of Music. This organization affords excellent training in chorus singing. A study is made of the best choral literature, including selections from cantatas, oratorios and operas. Several large works with orchestra and soloists are performed at concerts.

The society gave a successful rendition of Cowan's Cantata, "The Rose Maiden," last year, and will present the opera of "Martha" in concert form at the annual spring concert this year.

TUITION

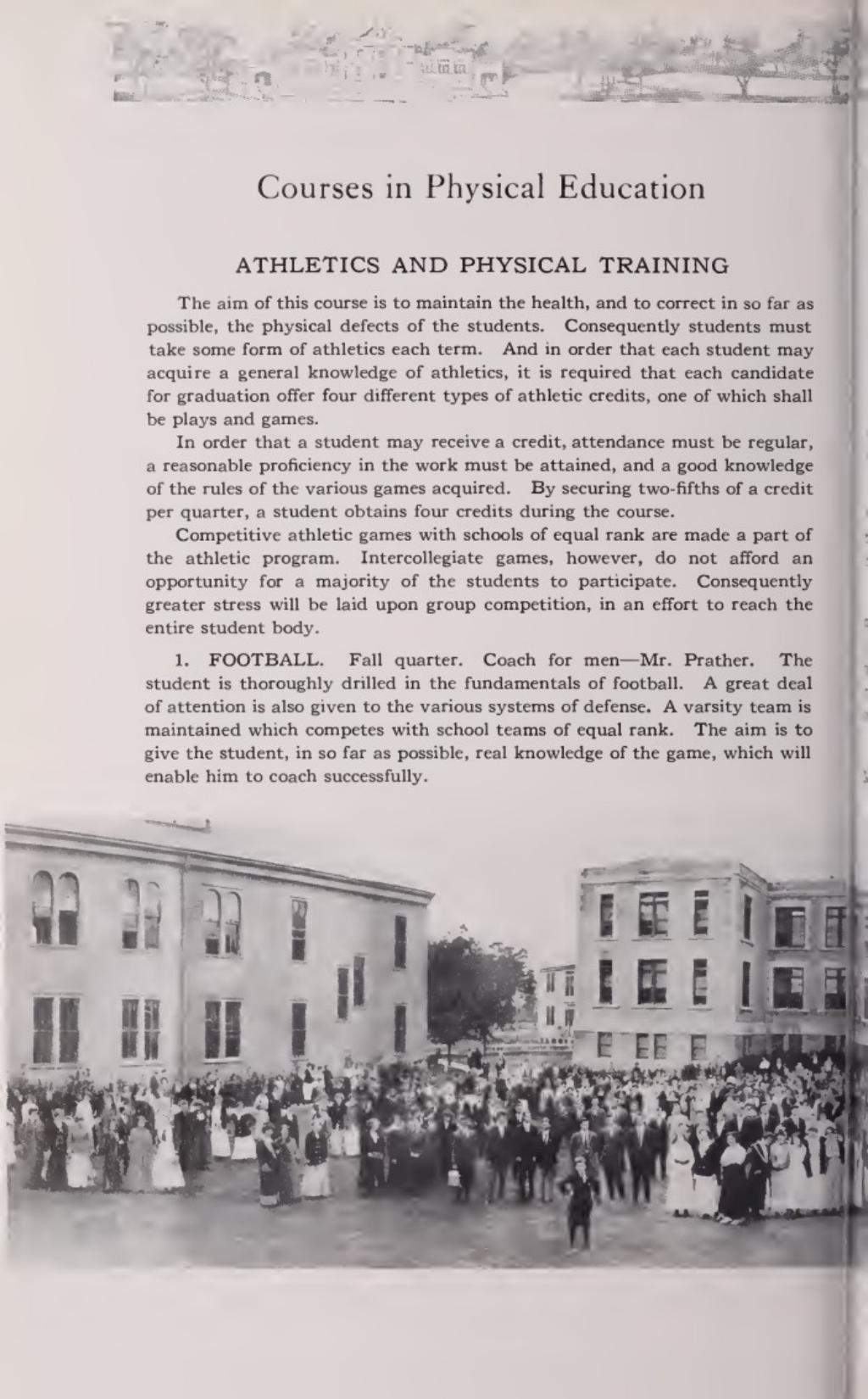
The tuition is for a school term, two private lessons per week, payable in advance.

Piano (Juvenile Department)	\$12.00
Piano (other Departments)	14.00
Voice	14.00
Violin (Juvenile Department)	12.00
Violin (other Departments)	14.00
Viola, Violoncello, Double Bass	12.00
Harmony (Private Lessons)	12.00
Counterpoint, Composition (Private Lessons)	12.00
Counterpoint, Composition (Class Lessons)	5.00
Piano rental—one hour daily, per term	3.00
Each additional hour, per term	1.00

The FIRST YEAR course in Elementary Theory and Harmony is free to all students of the School of Music.



WINTER SCENES AT THE LOUISIANA STATE NORMAL SCHOOL, JANUARY, 1915.



Courses in Physical Education

ATHLETICS AND PHYSICAL TRAINING

The aim of this course is to maintain the health, and to correct in so far as possible, the physical defects of the students. Consequently students must take some form of athletics each term. And in order that each student may acquire a general knowledge of athletics, it is required that each candidate for graduation offer four different types of athletic credits, one of which shall be plays and games.

In order that a student may receive a credit, attendance must be regular, a reasonable proficiency in the work must be attained, and a good knowledge of the rules of the various games acquired. By securing two-fifths of a credit per quarter, a student obtains four credits during the course.

Competitive athletic games with schools of equal rank are made a part of the athletic program. Intercollegiate games, however, do not afford an opportunity for a majority of the students to participate. Consequently greater stress will be laid upon group competition, in an effort to reach the entire student body.

1. **FOOTBALL.** Fall quarter. Coach for men—Mr. Prather. The student is thoroughly drilled in the fundamentals of football. A great deal of attention is also given to the various systems of defense. A varsity team is maintained which competes with school teams of equal rank. The aim is to give the student, in so far as possible, real knowledge of the game, which will enable him to coach successfully.



2. **TRACK.** Spring quarter. Coach for men—Mr. Prather; for women—Miss Dancy. Each student is given preliminary trials in the various track events, and is assigned to the work for which he is best fitted. Much attention is given to correct form and practice. A varsity team is developed each spring. This team last year won the L. I. A. A. meet at Alexandria, scoring more points than all other teams combined. Inter-society meets are also held each spring.

3. **BASKET-BALL.** Fall and winter quarters. Coaches for men—Mr. Prather and Mr. Hopper; for women—Miss Dancy and Mr. Hedges. The first aim in this course is to develop the individual player. This is accomplished by thorough drill in catching and passing the ball together with drill in correct forms of goal shooting. Later team play is emphasized, and a team is organized which competes with schools of equal rank. Inter-society teams are also organized.

4. **BASEBALL.** Spring quarter. Coach—Mr. Prather. Batting practice, including drill in bunting, base-running, etc., comprise the early part of this course. Later, teams are developed and inter-society as well as inter-collegiate games are played.

5. **PLAYS AND GAMES.** Winter and spring quarters. Instructor of men—Mr. Payne; for women—Miss Dancy. The work in this course consists of the teaching and playing games. These games are selected and graded with reference to the ages and ability of the pupils in the several grades of our public schools. Any person taking the course should be able properly to supervise the play of children of any school.

6. **TENNIS.** Fall, winter and spring quarters. Instructor of men—Mr. Prather; of women—Miss Moore. The rules of the game, together



with the strokes most easily mastered, are taught. A tournament is held each spring, in which the winner is presented with a good racket.

7. GYMNASTICS. Fall, winter and spring quarters. For women—Miss Dancy. The Swedish system is followed in these lessons, with special corrective exercises for those who need them.

8. FOLK DANCING. Every quarter. For women—Miss Dancy. The quaint dances of the people are taught in the lower terms of the course. Those who pursue the course beyond this stage are offered the technical dancing steps and æsthetic work, after Chalif.

9. INDOOR BASEBALL. Fall and winter quarters. For women—Mr. Winstead.

10. SWIMMING. Summer quarter. Swimming classes for girls are open during the summer and parts of the spring and fall quarters when it is possible to use the natatorium. The concrete swimming pool is 80x20 feet, and varies in depth from 4 feet 10 inches at the ends to 6 feet in the center. The pool is emptied and filled several times per week with salt water from a salt well, which makes it almost identical with sea water both as to content and appearance. Ten dressing rooms, each of which has a shower bath equipment, are provided for the students before entering the pool.

ATHLETIC REGULATIONS

1. All candidates for graduation must offer an athletic credit for each fall, winter or spring term during which they have been students in the Normal School.



2. All candidates for graduation must offer four different types of athletic credits, including a credit in plays and games, consisting in a knowledge of not less than thirty games, provided students making varsity teams may be required to offer only three types of athletic credits.

3. For participation in interscholastic athletic contests, all Nor-



mal students on varsity teams must have made a passing grade in four subjects of the preceding term and three of the preceding month.

4. The following rules apply to the award of sweaters:
 - a. No student may receive more than one sweater.
 - b. In lieu of additional sweaters, arm stripes are awarded.
 - c. To be entitled to a sweater, a student must have played six half-games of interscholastic football, or six full games of basket-ball, or six games of baseball, or win not less than ten points in a dual interscholastic track meet or eight points in any other meet, or win the most points of all Normal students in a school track meet.
5. Winners of first and second places in track events are awarded ribbons.
6. All students taking tennis are required to supply their own tennis balls.



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